

Point of View

By John Lewis Gaddis

GREAT EPOCHS rarely pass without leaving behind ruins of one kind or another, and the cold war will be no exception. The Berlin Wall has been broken up into museum displays, sock-drawer souvenirs, and anonymous rubble. We have the abandoned missiles, bombers, and military bases, one of which has even been entombed in ash by an adjacent volcano, rather like Pompeii and Herculaneum. And then we have international-relations theory.

Intellectual archaeologists of the future are sure to puzzle over the belief once prevalent, chiefly within departments of political science in American universities, that the complexities of world affairs could be reduced to simple theories that would allow one not only to explain the past but also to predict the future. As the founding father of the field, Hans Morgenthau, once put it, the theoretical approach to the study of international relations would "increase the reliability of prediction and thereby remove uncertainty from political action."

That now looks like a very bad prediction, indeed, for none of our major theories of world politics came anywhere close to anticipating the end of the cold war or the (so far) peaceful disintegration of the Soviet Union. It will not do to claim, as some embarrassed theorists now do, that forecasting was never their intention in the first place, because the theorists repeatedly and explicitly set that task for themselves. Nor can they argue that the end of the cold war is an inappropriate test. International-relations theory was largely built on the study of the cold war; if it failed to foresee so fundamental an event as the disappearance of that conflict, then it is difficult to know where else we might expect it to succeed.

What accounts for the bankruptcy of a field that promised so much? The problem, I think, was not with the claim that one could turn politics into a science; rather it was with the *kind* of science that theorists of international relations tried to turn politics into.

Seeking objectivity, legitimacy, and predictability, social scientists in the United States set out after World War II to embrace the traditional methods of the physical and natural sciences. They hoped to bring to the study of politics the same emphasis on precise observation, rigorous quantification, and reproducibility of results that characterized work in physics, biology, and applied mathematics. But they did so at a time when physicists, biologists, and mathematicians, concerned about disparities between their theories and the reality they supposedly modeled, were gradually abandoning old methods in favor of new ones that accommodated indeterminacy, irregularity, and unpredictability—precisely the qualities that the social sciences were trying to leave behind. There was, in effect, a methodological passing of ships in the night: The "soft" sciences tried to become "harder" just as the "hard" sciences were becoming "softer."

The old Newtonian vision that science could not only account for, but also predict, all phenomena had begun to fade among "hard" scientists as early as the beginning of this century. Einstein's physics made time, like space, a relative concept; another element of certainty dropped away with Heisenberg's unsettling discovery that the very act of observing certain phenomena altered them, so that the precise measurement of one characteristic obscured others.

By the 1960's, it was becoming clear that two whole classes of phenomena existed, one which lent itself to prediction and one which did not. Prediction was possible where one or two variables acted under known or controlled conditions. But if the number of variables increased even slightly, or if the conditions under which they operated changed even a little, then one entered the realm of chaos; and although the boundaries of chaotic systems often can be specified, one can



CYNTHIA MAURICE FOR THE CHRONICLE

The Cold War's End Dramatizes the Failure of Political Theory

rarely predict the behavior of their particular parts at any particular time.

The classical scientific method had been to generate laws, and hence predictions, from experiments that limited the number of variables involved and controlled—sometimes quite arbitrarily—the conditions within which they operated. Newton's laws of motion, for example, assumed perfectly smooth balls rolling down frictionless inclines with no air resistance, a condition never actually encountered in the real world. Generations of students were taught that feathers and stones fall to earth at the same speed, despite obvious evidence that they never really do.

Predictability was achieved by removing the object being studied from its origins and its surroundings: One gained a vision of the future by shutting one's eyes to the past and the present. But the more one *observed* past and present, the more Heisenberg's principle came into play, and the less confidence one could have

in one's ability to forecast what was to come.

Theorists of international relations use the methods of classical science when they seek to reduce the number of variables that they deal with, as Morgenthau did by insisting that all politics boiled down to efforts "to keep power, to increase power, or to demonstrate power." They embrace a Newtonian approach when they try to control conditions, as "neo-realist" theorists of international systems do who assume that the internal characteristics of states have nothing to do with their external policies. These theorists confuse clouds with clocks when they seek to encompass the complexities of human behavior with precise mathematical formulae. These theorists know that if they do not impose such exclusions, controls, and quantifications, complications will quickly overwhelm their analyses, and predictability will suffer.

EXERCISES OF THIS KIND can produce useful insights. So too can simple experiments in freshman physics. But such generalizations perform badly when applied to the real world: After all, from 1989 through 1991 the second most "powerful" state on the face of the earth did voluntarily give up power, despite the insistence of international-relations theory that this could never happen.

The construction of theory—at least in the traditional scientific method—requires departures from reality; but if forecasts derived from theory are to succeed,

they must account for reality. That is the paradox that theorists of international relations have been struggling, with such lack of success, to resolve. Theorists in the "hard" sciences gave up on it some time ago.

None of this is to say that a "science" of politics is impossible. It is only to suggest that political science, as it is still too often practiced, needs to catch up with real science: It needs to liberate itself from a level of experimentation and generalization approximating that of the freshman-physics laboratory. Such a liberation will require recognizing that reductionism may well yield predictions, but that those predictions will have little to do with the real world. True realism is that which acknowledges the power of contingency and therefore how limited our powers of prediction are always going to be.

To the extent that prediction is possible in international affairs, it is probably best done by focusing on long-term historical processes. Post-World War II theorists of international relations derived what purported to be universally applicable generalizations from a particular point in time, which was the height of the cold war. Apart from glancing references to Thucydides, they paid little attention to history or to the identification and characterization of its long-term trends. And yet, such trends are one of the few things about which one can feasibly make predictions: Precisely because they are long-term, they are not likely to disappear tomorrow.

THIS ANALYSIS suggests that the *evolutionary* sciences of geology and biology might provide better examples for the study of politics than more static disciplines like physics, chemistry, and mathematics. For in the earth and life sciences, time does pass, structures do evolve, and by looking at their pasts one can say something, in very general terms at least, about the future of such structures. Seismology may be an inexact science, but it does reveal to us the fault-lines along which earthquakes are going to occur, together with their approximate frequency. Natural selection may be very slow, but it does allow for the adaptation of organisms to environment—that is, for a kind of learning over generations—which might happen much faster if the organisms in question should turn out to be intelligent ones. Surely these approaches better approximate how the real world works than do the reductionist models of the "old" political science.

One might—at least as a thought experiment—construct a model capable of simulating all of international relations in all of their complexity. But the model would have to be of such complexity as to render it indistinguishable from that which was being modeled, which would rather defeat its purpose. So in practice, we tend to fall back upon the only known simulative technique that successfully integrates the general and the specific, the regular and the irregular, the predictable and the unpredictable: We construct narratives. But that, of course, is what novelists and historians do.

My point, then, is to suggest not that we jettison the "scientific" approach to the study of international relations, only that we bring it up to date by recognizing that good scientists, like good novelists and good historians, make use of *all* the tools at their disposal. They include not just theory, observation, and calculation, but also narrative, analogy, paradox, irony, intuition, imagination, and—not least in importance—style.

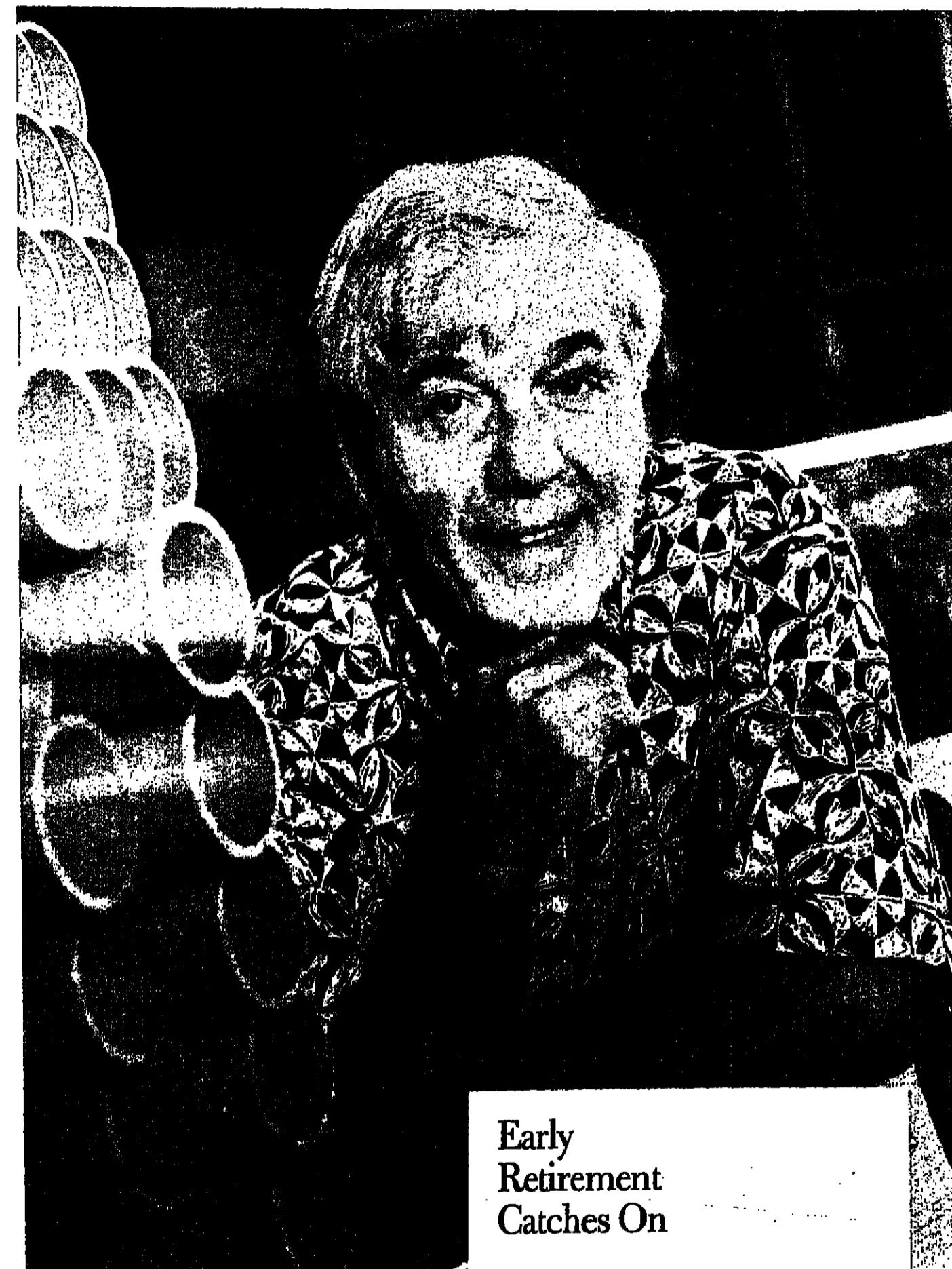
The alternative, I fear, is a science likely to take its place, alongside alchemy, phlogiston theory, and perhaps Marxism-Leninism, in the museum of antiquities.

John Lewis Gaddis, professor of history and director of the Contemporary History Institute at Ohio University, is the author of *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford University Press, 1992).

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Early Retirement Catches On

When his university offered to credit Tony Bonadies with three extra years of service, he jumped at the chance. Stories start on Page A11.

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This Week in The Chronicle

July 29, 1992

Scholarship

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A professor uses arguments drawn from philosophy and art to convince those who are not schooled in mathematics that the subject is attractive: A6

GIVING STATISTICS ON THE GHETTO A HUMAN FACE

A sociologist examines a group of working-class men who, he argues, have been damned to invisibility in typical accounts of black America: A8

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Art and sciences academy takes on Mideast peace: A6
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MARGINALIA

In Brief

Japanese drop plans
to convert N.H. college

You never know what will turn up on the Internet. We liked this announcement for a mythical new journal (which was labeled "This is a JOKE, slightly serious, from R. Wilk at Indiana":

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for the Busy Academic

A new journal devoted to those who do not have time to read it.

No articles, no commentary, no book reviews!

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■ Opening remarks for every session

"These papers admirably demonstrate both the strengths and weaknesses of the field today."

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Program That Writes Half
of Your Monograph

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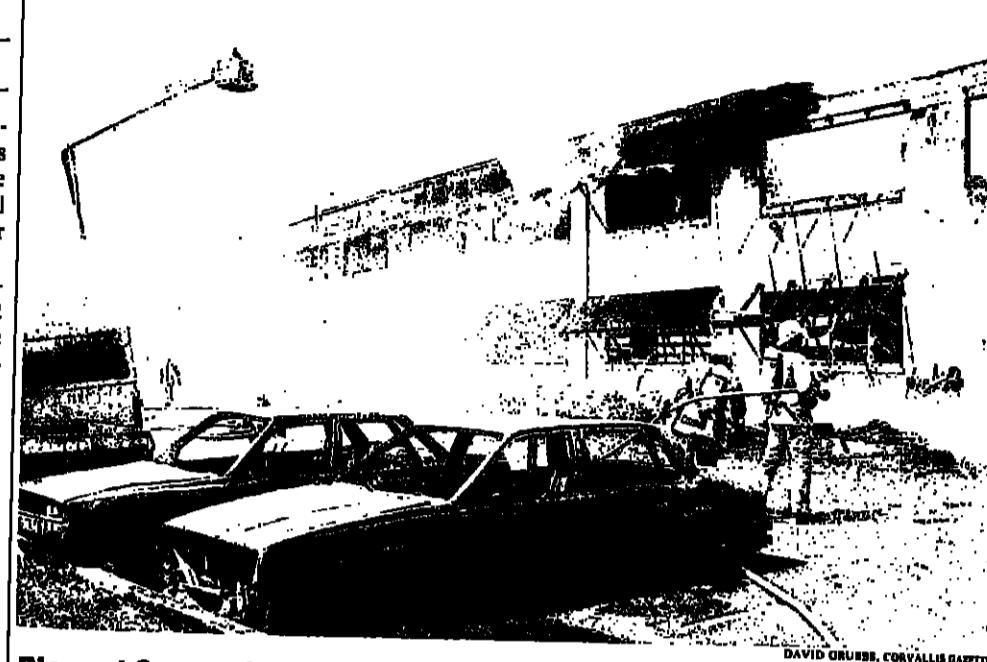
Piano competition ends without a winner

COLLEGE PARK, MD.—The University of Maryland's William Kapell Piano Competition has wrapped up its 21st international competition without a first-place winner. The jury decided not to

announce a top winner because none of the finalists had impressed them as outstanding, according to Janet Dowling-Hill, director of public relations for the university. Anthony Hewitt of

Great Britain and Daniel Shapiro of the United States each received a \$10,000 second prize. Forty people participated in the nine-day competition, which was open to pianists aged 18 to 33. ■

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Blaze at Oregon State U. damages sophisticated equipment

OREGON STATE U.—A fire at Oregon State University damaged a building and some of the \$4-million worth of mail and printing equipment it housed (above).

The blaze, which began when hot asphalt overflowed from a repair truck, destroyed sophisticated

ed equipment in the building, 13 cars parked outside, and thousands of pieces of university mail, including letters notifying high school students of their acceptance by the institution.

Among other items destroyed in the blaze were 1,500 books that were to be shipped to Syiah Kuala University, an institution on the island of Sumatra that specializes in the sciences.

A university spokeswoman said that local residents who learned of the fire had donated more books and equipment to send abroad, ■

Campus police arrest
men for sexual acts

MILWAUKEE — Police at the University of Wisconsin's campus here have arrested 80 men over the past two months for lewd and improper behavior in campus restrooms. He said it was not yet clear how many were faculty or staff members. Each offender was fined \$3.

The police began monitoring the restrooms after university employees complained they were being subjected to unwanted sexual advances. The police said they had made some of the arrests when men propositioned plain-clothes officers. Most of the arrests were made

in Mitchell Hall, a building containing administrative offices and classrooms. Joseph Amodeo, a lieutenant with the campus police force, estimated that between 8 and 15 of those arrested were students.

Members of Queer Nation, a gay-activist group, accused the plainclothes officers of provoking the behavior by engaging in sexual activities themselves, a charge the police deny. ■



Corrections

A table on graduation rates (The Chronicle, July 15) gave incorrect data for freshmen who entered Illinois State University in the fall of 1984 and graduated within six years. The table should have said that 32 per cent of the 22 Asian men and 42 per cent of the 24 Asian women graduated; 18 per cent of the 123 black men and 22 per cent of the 228 black women graduated; 29 per cent of the 24 Hispanic men and 46 per cent of the 26 Hispanic women graduated; and 45 per cent of the 1,570 white men and 53 per cent of the 2,018 white women graduated. Neither the one American Indian male nor the one American Indian female graduated.

Because of incorrect information supplied by Western Kentucky University, the table also erroneously reported the graduation rate for white men at that institution. Thirty-three per cent of the white men who entered in 1984 graduated within six years. ■

ROCK HILL, S.C.—The concrete letters at the main entrance of the former Winthrop College (above), campus structural supervisor. A law passed in February allowed the college to become a university. ■

Iowa blood donors hope
to help foreign student

IOWA CITY—The University of Iowa held a bone-marrow drive this month to find a match for Wei-Ling Wen, a doctoral candidate from Taiwan who has chronic leukemia.

About 340 people turned out to donate blood and see if they could be donors for Ms. Wen, who can be cured only by total replacement of her bone marrow.

Several potential matches have been found. A donor is a potential match if he or she has four of six red factors that are similar to the patient's. Iowa will not know whether it has found a true match until late August. Colleen Charette, coordinator of the bone-

Auditors say college
not repay millions

RUFERN, N.Y.—The state and local education departments invested Rockland Community College to repay \$9.8-million in bridge assistance that government auditors say was improperly disbursed more than 3,200 students from 1983 to 1987.

The changes were announced at a meeting of the university's Board of Regents.

The new policies call for rewards for faculty members involved in "mentoring and advising students or new faculty."

College officials argue that the students should not have received aid because they were enrolled in Judsonia courses that did not meet the criteria for a liberal-arts degree.

Meanwhile, Rockland County lawyers are investigating the college's handling of the case. They say they were not properly informed of the college's potential financial liability. College officials say that they learned only recently of the extent of the disbursements and that they told county officials of the lawsuit. ■

The changes grew out of a study by a systemwide panel that found professors were "too often" caught in a "vicious circle" of seeking research grants, leaving them insufficient time for teaching and other activities. ■

Great Pretenders'

Mr. Anderson describes the subdivision of higher education by these "great pretenders of academe" as total, although he estimates their number is small and he asserts that American universities are the world's best. The point, he argues, is: "Are they what they profess to be?"

Mr. Anderson says he has been contemplating American higher education for 30 years. He was a policy adviser to Presidents Nixon, Ford, and Reagan. In his previous books, he diagnosed from a libertarian political stance such contentious issues as welfare reform and military conscription.

For his latest book, Mr. Anderson draws on anecdotes from his own experience while studying at Dartmouth College and the Massachusetts Institute of Technology, teaching at Columbia University's business school from 1962 to 1968, and working on the Stanford campus. Most clearly, though, his book is a compendium of criticisms leveled at academics in recent years, many in books he invokes in passing—such as *ProfScam: Professors*

and *The Demise of Higher Education*, by Charles Sykes; and *Illiberal Education: The Politics of Race and Sex on Campus*, by Dinesh D'Souza.

The central conceit of *Impostors* is the academy as a temple of unimpeachable integrity—"the home of the high priests of the American intellectual world" who should be "brilliant scholars" and "conscientious teachers." Lamentably, Mr. Anderson contends, too many "corrupt priests" have betrayed their profession by disdaining teaching, misrepresenting their research as important, and pushing radical policies.

The standards used for promoting faculty members to higher salary levels within the rank of full professor also have been modified. In the past, promotion to the higher levels required national or international distinction in research. Now such distinction can be in teaching or research.

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They may be less pleased, however, when they read that Martin Anderson says they have intellectually, ethically, and even morally sullied their hallowed place.

Mr. Anderson, a senior fellow at the Hoover Institution on War, Revolution, and Peace, makes his charges in *Impostors in the Temple*, which was published by Simon & Schuster and arrived in bookstores this month. "It has been quite a while," Mr. Anderson writes on its first page, "since anyone spoke of the world of American higher education as a place of integrity. For good reason. Within that world, integrity is dead, having succumbed to the death of a thousand cuts."

The Hoover Institution is a research and public-policy organization affiliated with Stanford University.

The book seems to be guaranteed good play. Mr. Anderson, who has worked at the Hoover Institution since 1971, is scheduled to appear on television's "Today" show next month. And book buyers clearly welcome condemnations of academe. In recent years several critiques have appeared, and some, charging higher education in lurid terms with ravaging its own spirit and failing to give students what they were promised, have sold well.

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The book seems to be guaranteed good play. Mr. Anderson, who has worked at the Hoover Institution since 1971, is scheduled to appear on television's "Today" show next month. And book buyers clearly welcome condemnations of academe. In recent years several critiques have appeared, and some, charging higher education in lurid terms with ravaging its own spirit and failing to give students what they were promised, have sold well.

The central conceit of *Impostors* is the academy as a temple of unimpeachable integrity—"the home of the high priests of the American intellectual world" who should be "brilliant scholars" and "conscientious teachers."

They may be less pleased, however, when they read that Martin Anderson says they have intellectually, ethically, and even morally sullied their hallowed place.

Mr. Anderson, a senior fellow at the Hoover Institution on War, Revolution, and Peace, makes his charges in *Impostors in the Temple*, which was published by Simon & Schuster and arrived in bookstores this month. "It has been quite a while," Mr. Anderson writes on its first page, "since anyone spoke of the world of American higher education as a place of integrity. For good reason.

Root Notes

This has been a year of unlikely acquisitions for the Archives and Library of the Hoover Institution on War, Revolution, and Peace.

First, the bastion of cold-war research and polemics gained permission from the Committee on Archival Affairs of the Russian Federation to microfilm the previously secret records of the Communist Party, from the 1917 Revolution to the present—some 25 million pieces of paper in all.

Now the institute has been given the archives of the Socialist Workers Party of the United States, a New York-based organization formed in 1928 by followers of Leon Trotsky.

The collection contains original manuscripts of Trotsky, including his letters and drafts of his biographies of Lenin and Stalin.

Among the more than 300 boxes of new holdings are documents that are expected to throw light on the American party's internal affairs and dealings with Trotskyist parties around the world. Also among them is an extensive collection of annotated speeches by Fidel Castro.

Hoover archivists said officials of the Socialist Workers Party had approached the institute because they were running out of space at their headquarters, and because they saw the value of adding their records of the international Trotskyist movement to the Hoover's existing Trotsky holdings.

As negotiators struggle haltingly toward some kind of resolution of the Israeli-Palestinian conflict, a group of scholars has been working toward providing a few answers of its own.

Last week, a study group of the American Academy of Arts and Sciences released a report outlining a set of nuts-and-bolts suggestions concerning steps to be taken in the transition between Israeli occupation of the West Bank and Gaza and Palestinian self-government.

The study group—made up of American, Israeli, and Palestinian experts on the Middle East—looked at what it called the “realities” of the transition period, such as the practical details of how to begin lifting restrictions on Palestinians’ political participation in ways that do not threaten Israeli security.

The report, *Transition to Palestinian Self-Government*, written by Ann Mosely Leach of Villanova University, will be available in August for \$10 from the American Academy of Arts and Sciences, 136 Irving Street, Cambridge, Mass. 02138.

Scholarship

Championing the Philosophy and Beauty of Mathematics

A professor argues that the subject is ‘the loveliest on the face of the earth’

By David L. Wheeler

BETHLEHEM, PA. JERRY P. KING believes he is a member of a highly productive but hidden professional subculture that produces works of extraordinary beauty, a beauty the general public rarely appreciates.

Mr. King, a professor of mathematics at Lehigh University, says mathematics “is the loveliest subject on the face of the earth, even though it’s considered by the vast majority of people as something repulsive that should be shunned.”

The scientific subculture of research mathematicians is largely invisible, says Mr. King, and few people understand that mathematicians have produced more new work in the last 50 years than they had in the previous 50 centuries. When he explains that fact in lectures to general audiences, they are incredulous. “How could it be?” they mutter. “How come no one told us?”

To remedy this situation, Mr. King has written a book, *The Art of Mathematics*, published by Plenum Publishing Corporation in May, that attempts to convince those who are not educated in mathematics that the subject is attractive. Mr. King uses arguments drawn from philosophy, aesthetics, art criticism, and mathematics itself to prove his point.

Mathematicians know two things about mathematics that non-mathematicians do not, Mr. King said in an interview. One is that all of mathematics flows from a few fundamental principles. The other is that mathematics, at its highest levels, is done for aesthetic reasons.

“You do it because it’s pretty,” he says, “not because it keeps airplanes in the sky or because it explains the economy.”

An Arch of Ideas

Calculus, Mr. King says in his book, is the gateway into beautiful mathematics. Calculus, he says, is an arch of ideas. Integral calculus, on one side of the arch, can answer questions about the speed, at any given instant, of a falling object. Differential calculus, on the other side of the arch, can answer questions about the areas of regions bounded by curved lines. The key-stone of the arch is “The Fundamental Theorem,” a terse equation that links the two kinds of calculus.

Mr. King says it is astounding that the two sides are connected. Why, he asks, should a formula for the area of a lake have anything to do with a formula for the motion of a penny pitched over the side of the Empire State Building?

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Yet without the fundamental theorem and the rest of calculus, he says, most scientific research could not exist. “Mathematics and science stand on calculus,” he writes, “as, in Florence, stands that sell you the finest silk, porcelain, and gold stand on the Ponte Vecchio.”

At worst, Mr. King believes he may be viewed as a crackpot. At best, he knows he will be considered a maverick. The prevailing trend in mathematics education, he says, is to sell mathematics as a toolbox for professional success in science and engineering. Mr. King would like to sell mathematics as a necessary part of a broader liberal education. He says he is a true believer in Bertrand Russell’s statement: “Not the mere fact of living is to be desired but the art of living in the contemplation of great things.”

No one can contemplate *all* of the great things without an understanding of mathematics, says Mr. King, who never uses the word “math” because he believes it is an uncomplimentary diminutive. To lack a

bodily or perceptible thing fabricated by an artist, but something existing solely in the artist’s head, a creature of his imagination.”

Upon reading that, Mr. King says he thought, “This guy is going to go to mathematics next. Mathematics exists entirely in the mind.”

Gesturing out to the Lehigh campus from his third-floor office, Mr. King says, “The number 6 isn’t out there. You can’t turn a rock over and find a 6.”

But Collingwood never mentioned mathematics, and Mr. King decided to create his own aesthetic theory. He wonders if mathematics might be able to provide an aesthetic theory for itself, but rejected that idea.

The problem is, he says, that if a mathematician creates a mathematical theory about what makes the best mathematics beautiful, then mathematicians would want a method of checking whether a particular piece of mathematics is beautiful according to the theory. But then the mathematical check itself might also have to be checked, if any assertions about beauty were to hold up. The check of the check would also have to be checked . . .

“It seemed to me there was the possibility of an infinite regression,” Mr. King says.

2 Defining Principles

Mr. King did succeed in devising two aesthetic principles that he thinks define beauty in mathematics. He calls one the principle of minimal completeness: Like a poem with no extra words, a beautiful theorem completely fulfills its mathematical mission without containing any extraneous elements. Mr. King’s other principle, of maximal applicability, simply holds that a mathematical “notion” can be widely applied throughout mathematics.

Art criticism also provided some answers to Mr. King’s quest. Borrowing from what is sometimes called the Dickie-Danto theory of art, after George Dickie, a professor of philosophy at the University of Illinois, and Arthur C. Danto, a professor of philosophy at Columbia and an art critic for *The Nation*, Mr. King proposes a “mathworld” that corresponds to the “artworld” that the Dickie-Danto theory proposed.

A central element in the Dickie-Danto theory is that art is art because it is presented to a public prepared by art criticism and art theory to accept and understand the art as art. The public was generally ready and willing to look at Andy Warhol’s Brillo Boxes as distinct from the ones they saw in the supermarket because critical theories prepared them to see the facsimiles as art, Mr. Danto has argued.

But this creates a problem in mathematics. There are no mathematics critics, and

few mathematicians are trying to prepare the general public, much less the students in their calculus courses, to appreciate the aesthetics of mathematics. Mr. King says. Good research mathematicians are often bored by teaching what they already know, but he admonishes them to try to overcome that. “One cannot help being bored,” he writes. “Lawn mowing bores me. But I mow anyway. And I mow well.”

A Glimpse to Inspire Students

One way to inspire students, Mr. King believes, is to give them a glimpse of what research mathematics is like. For example, a question that intrigues research mathematicians, says Mr. King, is whether mathematics is being created or discovered. Are mathematicians making up new mathematics as they extend the work of previous generations, or are they discovering mathematics that is already “out there,” like the laws of physics?

Mr. King believes mathematicians are creating mathematics, but he says he is in the minority on this issue. If mathematicians are just discovering mathematics, he says, that leads to the question, “Who created it?”

Mr. King also worries about the future of beauty in mathematics research if mathematicians become mired to computers. He doesn’t believe that a theorem that relies on the use of a computer to check it is “elegant,” the adjective of praise that is reserved for the best mathematics.

Mr. King cites the use of computers at the University of Illinois to solve what was known as the four-color problem. The mathematical question originally posed by the problem was whether any map drawn in a plane could be colored with four colors in such a way that all countries with a common boundary would not have the same color.

Before the problem was tackled by the mathematicians who finally solved it, researchers had been able to prove a theorem for five colors. No one had ever been able to draw a map that could not, in some way, be colored with four colors. But no one had been able to write a theorem proving any map could be colored with four colors.

Disturbing Proof by a Computer

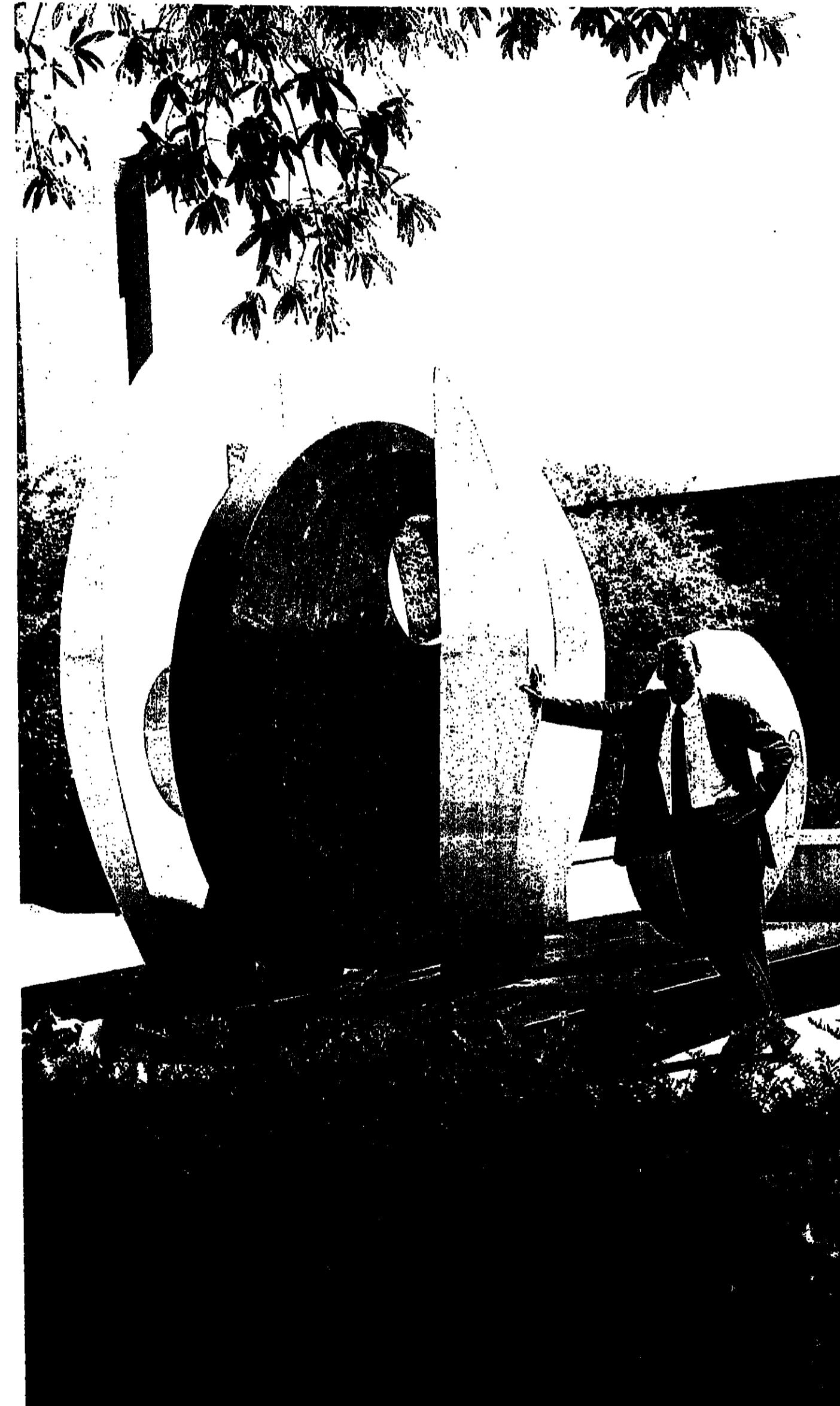
The University of Illinois mathematicians set up a proof that said, essentially, that if any maps of a certain class could be colored with four colors, then all maps could be colored with four colors. They then used a computer to check all of the maps in the class that the theorem depended on. The computer said all maps in that class could be colored with four colors, and so the theorem was considered correct.

This sort of proof disturbs Mr. King. “Is it a proof if no human has checked it or can check it?” he says.

In his book, Mr. King writes that probably nothing is amiss with the proof. But he thinks that the reliance of mathematicians on computers could lead to “a world of disfigured mathematics.”

“Truth may choose to live in that world,” he says, “but beauty will not.”

Jerry P. King, a professor of mathematics at Lehigh U., “You do it because it’s pretty, not because it keeps airplanes in the sky or because it explains the economy.”



SCOTT HEATON FOR THE CHRONICLE

Over Countless Chicken Pot Pies, a View of Working-Class Men

Due next month, 'Slim's Table' puts a human face on the usual statistical portraits of the ghetto

By Scott Heller

CHICKEN POT PIE is the special on Thursdays and Sundays at the Valois cafeteria on Chicago's South Side, where a sign beckons visitors: "See Your Food."

Mitchell Duneier discovered the hangout during his third year as a graduate student in sociology at the University of Chicago. Countless orders of his favorite dinner later, he has written a book about the place and its regulars, mostly working-class black men who, he argues, have been damned to invisibility in typical accounts of black America.

Slim's Table: Race, Respectability, and Masculinity puts the 31-year-old Mr. Duneier in heady company. Laudatory book-jacket blurbs came from Studs Terkel, Or-

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change."

Iando Patterson, and Houston A. Baker, Jr. Due out next month from the University of Chicago Press, the book will be reviewed in *The Nation* along with recent works about race by Mr. Terkel, Elijah Anderson, and Andrew Hacker.

This for a book that stands intact as Mr. Duneier's doctoral dissertation. He received his degree in June and is between his second and third years of law school at New York University.

Slim's Table focuses on the black men who gather daily for a hot meal and company at the cafeteria, which borders the university campus in Hyde Park. They include Slim, a quiet and well-respected garage mechanic; Harold, a self-employed exterminator; Ted, a former Army officer who develops photographs for *Playboy*; and Earl, an administrator at the Chicago Board of Education.

The book adds a human face to statistical portraits of the black ghetto, which have shaped public policy about race and poverty. It concentrates on what Mr. Dun-

eier sees as a forgotten majority—working-class men.

As one of the white "university types" who also eat at the diner, Mr. Duneier was slow to gain the trust of the older men. "It took years and years of being there, every single day for three meals a day," he

says. Mr. Duneier offers an admiring portrait of men who find community in the cafeteria who embody "quiet satisfaction, pride, inner strength and a genuine expressiveness." Yet they are caught between worlds, "morally isolated" both from mainstream white society and from a younger generation of black men.

The book opens with a lengthy description of the unlikely friendship between Slim and Bart, a bigoted and suspicious white man who hangs out at the cafeteria but scorns many of the other regulars. Slim and several of the others look out for the ornery Bart. They give him rides home on cold nights, and check up on him when he doesn't show up at the Valois for several days. Eventually, Slim contacts members of Bart's family when he is discovered dead inside his apartment.

To Mr. Duneier, what happened between Slim and Bart is the kind of story that is ignored by journalists and sociologists—trying to make sense of urban black life. They portray black men either as disaffected members of the underclass or as middle-class, Cosby Show yuppies, disconnected from the larger black community.

The men at Slim's table are neither, Mr. Duneier says. "These are not men who find it necessary to show others what 'kinda studs' they are," he writes. "By living in accordance with principles such as pride, civility, sincerity, and discretion, these men confirm for themselves—rather than proving to others—that they possess some of the most important human virtues."

Many Are Social Conservatives

Ultimately, many of the men are social conservatives, critical both of affirmative-action policies and of black youth culture, including rap music. But because they are isolated, they play a minor role in steadyng their community, Mr. Duneier says.

The author is in Manhattan for an inter-

view, on the way to Chicago to attend his official university commencement. Breakfast at a Park Avenue hotel is a long way from the Valois, where an order of bacon and eggs costs \$2.85.

Mr. Duneier rests a copy of Émile Durkheim's collected book reviews on the table. He is bringing the book back to Chicago to return to Edward Shils, his dissertation adviser, whom he acknowledges in *Slim's Table* as "a model professor, a monument of generosity and learning, elegantly deployed."

A leading advocate of an earlier Chicago school of sociology, which emphasizes qualitative research on city life, Mr. Shils encouraged Mr. Duneier to pursue the Valois project as a dissertation topic. The uni-

versity's sociology department is better known today for large-scale survey research projects produced by William Julius Wilson and his colleagues.

Slim's Table offers a different picture from that in the recent *Cool Pose: The Dilemmas of Black Manhood in America* (Lexington Books), written by Richard Majors of the University of Wisconsin at Eau Claire and Janet Mancini Billson of the American Sociological Association. *Cool Pose* details how young black men learn to act detached, to cope with racism.

Too many accounts of the black community by reporters and sociologists are hurried efforts that reinforce stereotypes, Mr. Duneier argues. Men like the black regulars at Valois who aspire to the standard of respectability have been left behind by these conventional, impatent treatments of their community, he writes in the book.

In a review to be published in *The Nation* next week, Micaela di Leonardo praises Mr. Duneier for working within the

tradition of urban ethnography. But he criticizes *Slim's Table*—as well as works by Mr. Terkel, Mr. Hacker, and Mr. Anderson—for minimizing the ways in which political and economic policies have continued to disenfranchise blacks in America.

Without such structural analysis, these books (she includes Mr. Wilson's work, too) may ultimately give credence to right-wing thinking about race and poverty, which stresses individual action and values, she says.

'A Rose-Tinted Vision'

"We are subjected, yet again, to a rose-tinted vision of the old Jim Crow ghetto, told over and over how awful all contemporary black kids are, and informed of the perfidy of today's black woman," writes Ms. di Leonardo, an associate professor of anthropology and women's studies at Northwestern University.

Slim's table, she adds, is "a world of older black men who turn the other cheek to white racism."

Mr. Duneier says he deliberately avoided applying a single theory in doing his fieldwork.

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or

conservative, to tell their stories of social and cultural change," he says. "I was best on understanding the world through the eyes of my subjects."

"I didn't want to romanticize these men," he adds. "I tried hard to point out their hypocrisies—that while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."

Still, he feels strongly that programs to help urban blacks will succeed or fail based on whether they mobilize the strength and support of men like those at the cafeteria, whom he calls "the greatest source of social control in the ghetto." With one year left in law school, he is unsure whether to pursue a career in sociology or in law, although he expects to deal with urban issues.

With the breakfast dishes cleared away, a waiter brings the check. Mr. Duneier leans over to take a look. "I've never seen a breakfast bill for \$33," he says, a little shocked. "You've got to go to the Valois."

Photo by Mark Lennihan for The Chronicle

Mitchell Duneier: He was slow to gain the trust of the older men. "It took years and years of being there, every single day for three meals a day."

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Publishing

NEW SCHOLARLY BOOKS

CULTURAL STUDIES

Enlightened Racism: "The Cosby Show," Audiences, and the Myth of the American Dream, by Sut Jhally and Justin Lewis (Westview Press; 152 pages; \$39.95 hardcover, \$14.95 paperback). Analyzes black and white viewers' attitudes toward "The Cosby Show" and its scholars and to people who order in bulk.

ANTHROPOLOGY

Language Shift and Cultural Reproduction, Self, and Synchronism in a New Guinea Village, by Don Lach (Cambridge University Press; 300 pages; \$59.95). Examines why Guineans in their Sepik region are passing their own language in favor of a more widely spoken vernacular. **Manufacturing Against the Odds: Scale Producers in an Andean City**, by Hans Binsch and Judith Murru Becker (Westview Press; 125 pages; \$47.95 hardcover). Examines the history, political economy, technological infrastructure, and wider cultural significance of the Iquitos theme park.

ECONOMICS

Buying Greenhouse Insurance: The Economic Costs of CO₂ Emission Limits, by Alan Munne and Richard Richards (MIT

Press; 192 pages; \$25). Presents a model for determining the region-by-region costs of reducing carbon-dioxide emissions.

Corporate Takeovers and Productivity, by Frank R. Lichtenberg (MIT Press; 168 pages; \$29.95). Argues that the high level of corporate mergers and acquisitions in the United States during the 1980's contributed to increased productivity and international competitiveness.

Income and Inequality: The Role of the Service Sector in the Changing Distribution of Income, by Cathy Kasab (Greenwood Press; 176 pages; \$45). Considers how this rise in service-sector employment has affected aggregate community income in rural and urban areas of the United States.

Urban Public Finance in Developing Countries, by Roy W. Bahl and Johannes Linn (Oxford University Press; 568 pages; \$39.95). Presents a method of evaluating a developing country's capacity to maintain and expand its urban infrastructure.

Urban Structure and the Labour Market: Worker Mobility, Commuting, and Under-

employment in Cities, by Wayne Simpson (Oxford University Press; 216 pages; \$48). Analyzes the relationship between workplace location and such problems as underemployment.

FILM STUDIES
Blo/Plus: How Hollywood Constructed Public History, by George F. Custer (Rutgers University Press; 304 pages; \$40 hardcover, \$14.95 paperback). Explores the ideological character of biographical films produced by major Hollywood studios from 1927 to 1960.

Visions of Empire: Political Imagery in Contemporary American Film, by Stephen Prince (Prager Publishers; 240 pages; \$47.95 hardcover, \$15.95 paperback). Considers how three men shared an aristocratic liberalism characterized by such attitudes as a distaste for the working and middle classes and an opposition to the commercial spirit.

GEOGRAPHY

Contested Lands: Conflict and Compromises in New Jersey's Pine Barrens, by Robert J. Mason (Temple University Press; 272 pages; \$44.95). Examines conflicts over land-use restrictions on the reserve, which is administered by a 15-member commission appointed from the local, state, and federal levels.

Disease and Death in Early Colonial Mexico: Simulating Amerindian Depopulation, by Thomas M. Whitmore (Westview Press; 261 pages; \$36). Uses a computer-based model to estimate the indigenous population of Mexico before and after the Spanish conquest.

HISTORY

Atheocratic Liberalism: The Social and Political Thought of Jacob Burckhardt, John Stuart Mill, and Alvaro de Toquerville, by Alan S. Kahan (Oxford University Press; 240 pages; \$39.95). Argues that the three men shared an aristocratic liberalism characterized by such attitudes as a distaste for the working and middle classes and an opposition to the commercial spirit.

The Business of Newspapers on the

Continued on Following Page

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Hot Type

With Ice-T under fire for "Cop Killer" and Sister Souljah on the cover of *Newsweek*, rap music continues to stir controversy.

Coming soon are writings from a posse of academics who, in general, defend the music and its attackers. Their work also marks a generational dividing line between academics who consider rap as a literary form and a younger group that writes about the music, the marketing, and the dance styles.

Houston A. Baker, Jr., of the University of Pennsylvania will publish *Black Studies, Rap, and the Academy* with the University of Chicago Press next spring. The book includes a discussion of the 2 Live Crew obscenity trial and the Central Park "wilding" incident. Mr. Baker is bound to get some people angry with one point: He argues that even though most rap music is politically progressive, 2 Live Crew's album should have been banned as obscene.

In the fall of 1993, Temple University Press plans to publish *Droppin' Science: Critical Essays on Rap and Hip Hop Culture*, edited by William Eric Perkins. The book includes articles on Los Angeles-based "gangsta" rap by a University of Michigan historian, Robin D. G. Kelley, and security and insurance at rap concerts by Tricia Rose of Rutgers University.

Mr. Kelley and Ms. Rose are academics who grew up with rap and hip-hop music. Now, Mr. Kelley says, "there are people jumping on the hip-hop bandwagon and they've only listened to four CDs. It shows a disregard for the complexity of it all."

Janet M. Francendese, senior acquisitions editor at Temple, on the other hand, admits that she often can't tell one rap song from another.

And she isn't really sure what "droppin' science" means. (The answer: to disseminate knowledge.)

Duke University Press has already reaped rewards from rap. *Black Sacred Music: A Journal of Theomusicology* devoted a special issue to rap and quickly sold out its 1,000-copy run. The press reprinted the issue and may expand it into a book.

Wesleyan University Press and the University of Minnesota Press are in the market for rap-related books, editors there say. They warn, though, that sophisticated scholarship is still rare. Editors at several presses have approached Ms. Rose about turning her Brown University dissertation into a book. Her take on the music? Like other popular-culture forms, rap is full of contradictions, laying bare the "tensions between profit, pleasure, and consumption." Says Ms. Rose: "I'm not uncomfortable with rap's flaws because I don't expect rappers or people who listen to rap to be Gandhi."

Niko Pfund was sitting at his desk at New York University Press when the phone rang and suddenly he found himself talking to Ruth Westheimer. "Dr. Ruth" is an adjunct professor at NYU and had a book project she wanted to discuss with Mr. Pfund, an editor at the press.

Dr. Ruth told Mr. Pfund that she had been watching television and had seen footage of the airlifts last year of Ethiopian Jews from Addis Ababa to Tel Aviv. A Holocaust survivor who emigrated to Israel when she was 17, Dr. Ruth was moved by the sight of thousands of people thrust from isolated villages into modern Israeli society. Wanting to make their exodus better known in the West, she began raising money and eventually had enough to produce a documentary on Ethiopian Jews and their assimilation into Israeli society.

Dr. Ruth knew the press would be releasing a book by Stephen Kaplan, an expert on Ethiopian Jewry and chairman of the African Studies Department at the Hebrew University of Jerusalem. Mr. Kaplan's book, *The Beta Israel (Falasha) in Ethiopia: From Earliest Times to the Twentieth Century*, is being published this month. She wanted to know if the press would be interested in publishing a companion volume to the documentary.

The day after the phone call, Dr. Ruth was in Mr. Pfund's office. After a meeting with the director, the press signed a contract with her on the spot. "She kissed both me and my director twice on both cheeks, reiterated how 'festive' it was that we would be working together and off she went, contract in hand," Mr. Pfund says. "It was the first time in my life that a book was introduced and signed at the same meeting."

In October, PBS will air "Surviving Salvation: The Ethiopian Jewish Family in Transition." Shortly after, the press will release the book of the same title, written by Dr. Ruth and Mr. Kaplan.

NEW SCHOLARLY BOOKS

Continued From Previous Page

Western Frontier, by Barbara Cloud (University of Nevada Press; 288 pages; \$27.95). Focuses on the economic challenges of newspaper publishing on the Western frontier from 1846 to 1890.

Camp Floyd and the Mormons: The Utah War, by Donald R. Moerman with Gene A. Sessions (University of Utah Press; 332 pages; \$29.95). Examines Mormon reactions to the presence of U. S. Army troops in the Utah Territory from 1857 to the abandonment of Camp Floyd at the outbreak of the Civil War.

The Catholic Church in Peru, 1821-1898: A Social History, by Jeffrey Kleiber (Catholic University of America Press; 417 pages; \$49.95). Focuses on the church's responses to political and social movements since Peru's independence from Spain in 1821.

Kikuyu Women, the "Mau Mau" Rebellion, and Social Change in Kenya, by Cora Ann Proskay (Westview Press; 213 pages; \$32). Examines the experiences of Kikuyu women under British colonialism, and describes their role in the anti-colonial Mau Mau rebellion.

Philanthropy and the Hospitals of London: The King's Fund, 1897-1990, by F. K. Prochaska (Oxford University Press; 330 pages; \$65). Discusses the philanthropic fund that was the chief source of support for "voluntary" hospitals in London before the creation of the National Health Service.

Voyager from Xanadu: Rabindranath Tagore and the First Journey From China to the West, by Morris Rossabi (Kodansha International; 219 pages; \$25). Describes the voyage from China to Paris of a Christian monk who set off on a religious pilgrimage to the Middle East in the 1770's and then was dispatched to Europe by the Mogul ruler of Persia to ask for help in a campaign against the Egyptian rulers of the Holy Land.

Women's Orient: Englishwomen and the Middle East, 1712-1918: Sexuality, Religion, and Work, by Bille Melman (University of Michigan Press; 440 pages; \$39.50). Discusses the writings of female travelers, scholars, missionaries, and other visitors to the re-

gion whose observations of Islamic culture challenged patriarchal notions of the exotic.

LINGUISTICS

Locality: A Theory and Some of Its Empirical Consequences, by Maria Rita Munzini (MIT Press; 192 pages; \$35 hardcover; \$16.95 paperback).

Move on: Conditions on Its Application and Output, by Howard Lasnik and Mu-

liena Schütz (MIT Press; 230 pages; \$29.95). A work in syntactic theory.

LITERATURE

Design in Puritan American Literature, by William J. Scheick (University Press of Kentucky; 167 pages; \$25). Examines how William Bradford, Anne Bradstreet, and four other Puritan writers used language to celebrate divine artistry while avoiding the problem of authorial self-doubt.

Dreaming in the Middle Ages, by Steven F. Kruger (Cambridge University Press; 272 pages; \$39.95). Ex-

plores theories and images of dreaming in medieval literary, autobiographical, legal, philosophical, and theological works.

The Intelligeneer, by Jonathan Swift and Thomas Sheridan, edited by James Wooley (Oxford University Press; 384 pages; \$59). Edition, with commentary, of pamphlets on Irish politics published anonymously by Swift and his friend.

Religion and Sexuality in American Fiction, by Ann-Janina Morey (Cambridge University Press; 304 pages; \$44.95). Examines the relationship between sexuality and religion in canonical and non-canonical American literature from Hawthorne to John Updike.

The Rhetoric of Courtship in Elizabethan Language and Literature, by Catherine Bates (Cambridge University Press; 262 pages; \$34.95). Considers how such writers and courtiers as John Lyly and Philip Sidney interacted with Elizabeth I within a system of patronage, and how they portrayed that relationship in their literary images of courtship.

PHILOSOPHY

Natural Law Theory: Contemporary Essays, edited by Robert P. George (Oxford University Press; 384 pages; \$39.95). Includes original essays on natural law theories of morality, law, and politics.

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Judge Says Corporations Must Pay to Reprint Copyrighted Articles

A federal judge ruled here last week that corporations that copy scientific articles for internal use must obtain permission and compensate the copyright holders.

The decision came in a suit filed by a group of journal publishers against Texaco Inc. U. S. District Judge Pierre Leval of the Southern District of New York ruled that the "fair use" doctrine did not give Texaco or other companies the right to use articles without permission.

Texaco officials could not be reached for comment when the decision was handed down last week. Karen Hunter, vice-president and assistant to the chairman at Elsevier Science Publishers, said the decision was a "landmark" for journal publishing. Elsevier was one of the publishers that sued Texaco.

Ms. Hunter said that, traditionally, publishers and authors had been assured of fair compensation because companies that wanted to distribute journal articles would buy multiple copies. "In the simple world of the past, if a company had 12 sites, you sold 12 copies," she said.

With widespread electronic communication, she said, publishers and authors have lost out because some large companies have bought single copies and then distributed them widely. "The easier

it is to photocopy, the easier it is to put the articles over a network, the more sales are very seriously hurt by that copying," Ms. Hunter added.

Elsevier and other publishers tried to negotiate an agreement with Texaco, she said, but the company was willing to make "only token payments."

Rates Vary Widely

Other companies, she said, have agreed to seek permission to use individual articles or entire journals on either a per-article or per-journal rate. The rates vary widely, depending on the publisher and the proposed use of material, Ms. Hunter said.

She added that it was hard to determine who would benefit the most from the ruling, in a financial sense.

Authors have different kinds of agreements with journals, she said, and journals have varying arrangements with the companies or scientific societies that manage the journals.

"The flow of funds will depend on the ownership of the journal," she said.

Ms. Hunter stressed that the publishers did not want to inhibit the availability of journal articles, but only to insure fair payment for them. "The last thing anyone wants is to stop their material from being used," she said.

Personal & Professional



R. Kenneth Hutchinson, associate vice-president for human resources in the U. of Missouri system: "This was a humane way of dealing with some very difficult budget issues."

Colleges Debate Benefits of Early-Retirement Plans as a Way to Shrink Budgets and Avoid Layoffs

A humane approach to reducing faculties and staff, or firing a cannon into a crowd?

By Denise K. Magnier

AS COLLEGES and universities feel the squeeze of reduced revenues, more and more are resorting to early-retirement incentives as a way to shrink their operations.

Campus administrators say early-retirement programs are a more "humane" approach to reducing the size of their faculties and staffs—and are more politically palatable—than layoffs or program cuts.

"It's a means of getting smaller gracefully," says R. Kenneth Hutchinson, associate vice-president for human resources for the University of Missouri system, which this year offered employees a one-time-only incentive to retire early. "This was a humane way of dealing with some very difficult budget issues."

Incentives Vary

Early-retirement incentives vary from campus to campus. Typically, colleges offer to add three to five years to employees' service records or to calculate their pension benefits as if they were three to five years older—both of which result in a higher pension. Some colleges limit who is eligible—for instance, requiring employees to be at least 55 years old. While they face added costs for the early-retirement incentives, colleges win by saving on salaries and certain benefits.

Of 1,700 faculty and staff members who

were eligible at Missouri, about 700 took

advantage of the early-retirement incentives. Some of the positions will be refilled, but many will not. The savings will be used to pay for deferred maintenance on the system's campuses and other unmet needs, Mr. Hutchinson says.

It is unclear just how much the system will save after filling some of the positions. Mr. Hutchinson says the retirees accounted for about \$23-million a year in payroll costs, and he estimates that the annual savings will be roughly half that amount. A portion of the savings will be used to pay for the incentive plan. The added pension benefits will cost \$2.5-million a year for the next 20 years.

Many academic deans and benefits specialists caution that early-retirement plans can have unintended consequences and may not be the most rational way to restructure institutions. Such plans can leave some departments decimated, they say, while others are untouched.

"It's like firing a cannon into the crowd," says Robert M. Wilson, vice-president emeritus of the Johns Hopkins University and a benefits consultant. "You just don't know who you're going to hit. You may find out that you're producing exactly the wrong kinds of results."

Some critics contend that early-retirement plans may end up costing more than

they save if the incentive is too generous and if institutions replace the retirees instead of eliminating some jobs.

Says Katherine H. Hanson, executive director of the Consortium on Financing Higher Education: "Until now, the reasons for using early-retirement plans were not so much financial savings, but concerns about changing the curriculum, revitalizing departments, or perhaps doing more affirmative-action hiring."

"What you're hearing now is, 'Let's use early retirement to reduce the size of the faculty altogether.' "

One-Time-Only Offers

Dozens of public and private colleges offered special incentives in academic 1991-92 to encourage early retirements.

Over the last year or two, many public institutions have been creating one-time-only early-retirement plans and giving employees only a few months to decide whether to take advantage of them. Some, such as Missouri and Central Michigan and Bowling Green State Universities, offered the incentives on their own initiative. Others, such as the Connecticut State University System, acted under state mandates that applied to all public employees.

Some private institutions, such as Harvard University, offered early-retirement

Continued on Following Page

Colleges Debate the Benefits of Early-Retirement Plans

Continued From Preceding Page
incentives but only for staff members. Ms. Hanson says many private colleges already had early-retirement plans in place but decided to offer enriched incentives in an effort to reduce their size.

The trend promises to continue, particularly in economically troubled states such as California. This month the Board of Regents of the University of California system approved a second early-retirement incentive plan to be offered in the fall. About 3,500 employees of the approximately 8,500 who were eligible for the first plan in 1991 took early retirement, saving the system \$75 million. Roughly half of the 3,500 positions were eliminated, a spokesman for the UC system says. An additional 8,000 employees are eligible for the second plan.

Part-Time Roles

Administrators on some campuses are spending the summer dealing with the fallout of losing dozens of experienced faculty and staff members to early retirement. Many are scrambling to hire people—usually at the lower-paid rank of assistant professor—to replace some of the retirees. Others will bring the retirees back to their campuses this fall in part-time roles. In many instances, officials are not rehiring.

At the University of California at Berkeley, about 160 faculty members of the 1,650 eligible took the early-retirement incentive offered in 1991.

Berkeley has compensated for the loss of faculty members by hiring lecturers and visiting professors, retaining some of the retirees to teach on a part-time basis, enlarging some classes, and making more use of recent doctoral recipients as teaching assistants, says John L. Heilbron, Berkeley's vice-chancellor.

The second early-retirement plan just approved by the UC regents may have a more damaging impact on the Berkeley campus, he says, in part because it may induce younger faculty members to retire. To qualify, employees must be at least 50 years old.

Faculty members are eligible if the sum of their age and years of service equals at least 78. Still, he and others at Berkeley say that losing professors to early retirement seems like a luxury when the alternative is to lay off tenured faculty members.

Easy Way Out

Officials on other campuses are not so sure. An administrator at one of the University of Missouri campuses calls the system's early-retirement plan a "disruption" and believes officials took the easy way out. "Selective program elimination would be the better route," says the official, who asked not to be named. "It's a tougher route, but that's what administrators are paid to do—to make the tough decisions."

Employees had to be at least 55 years old to be eligible for Missouri's incentive plan. Under the system's retirement formula, a 55-year-old professor with a salary of \$50,000 and 30 years of service

would receive an annual pension of \$31,995 with the early-retirement incentive, compared with \$21,331 without the incentive.

At the Columbia campus, about 104 faculty members and 197 staff members—about 40 percent of the 742 who were eligible—took early retirement. The campus had a total of 1,944 faculty members and 3,657 staff members.

With solid planning, says Larry D. Clark, dean of the College of Arts and Sciences at the Columbia campus, the savings from the early retirements should make the campus stronger. But he fears that some salary inequities may result in the process of hiring new professors to replace some of the retirees. To recruit new faculty members, the university will have to pay the salaries demanded by the job market, while the salaries of current professors have not necessarily kept pace with the market, he says.

Effects on Administrations
Administrative operations can also be shaken up by too many retirements. Mr. Otto at the Columbia campus says the university's payroll and cashier's offices lost eight of 30 employees.

Many of those who retired knew the payroll system intimately, and

With all the new faces on the campus this fall, Ms. Beyard says, "there will be a sense of the ground shifting under our feet."

Mr. Newton says he has no figures as yet for how much money the plan saved the system. But he says the average salary of the retirees was \$34,000, while the average salary of the replacements is between \$32,000 and \$42,000.

Central Connecticut State University alone lost 62 professors to early retirement, about 15 percent

of its total faculty, says Karen C. Beyard, vice-president for academic affairs.

"We lost 2 of 5 anthropologists, 6 of 14 biologists, and virtually the entire vocational-educational area," Ms. Beyard says.

The early-retirement plan has helped the university deal with a budget shortfall caused in part by lower state appropriations in recent years, Ms. Beyard says. The university has saved about \$900,000 by replacing the retiring full professors with lower-paid assistant professors.

Having new faculty members on

campus, though, translates into a few added expenses: Junior faculty members are still getting established in their fields and need money to travel to conferences. New scientists need start-up funds for their laboratories.

The idea is the brainchild of Richard B. Heydinger, a former lobbyist and vice-president for external affairs at the University of Minnesota who says he is drawing on many concerns he has had from the public in recent years.

Already Attracted Support

Because the group is just forming, it hasn't worked out a lot of details—though it has already attracted support from a few prominent educators. Mr. Heydinger, who will serve as the group's executive director, is just now putting together a steering committee.

Four people who have agreed to serve on the committee are William F. Massy, director of Stanford's Institute for Higher Education Research; Michael O'Keeffe, executive vice-president of the McKnight Foundation; James R. Mingle, executive director of the State Higher Education Executive Officers; and Jennifer Alstad, 1991-92 student-body president at the University of Minnesota-Twin Cities. Mr. Heydinger says he wants to add up to 12 more members, including business leaders.

"There's a tremendous need for fundamental restructuring of higher education," Mr. Mingle says. "It seems unrealistic that while the rest of the American economy and institutions go through fundamental restructuring, higher education be immune."

An Added Bonus

Many academics who retire early maintain ties with their institutions. Mr. Bonadies says he, too, isn't ready to sever all his ties with Southern Connecticut. He'll be working part-time as director of the campus art gallery this fall.

While early-retirement incentives induce some people to retire who wouldn't do so otherwise, they provide an added bonus for those who were going to retire anyway.

One such person is Gene A. Brucker, a professor emeritus of history at the University of California at Berkeley. He had decided to retire before he learned about the early-retirement incentives offered by the UC system last year. His pension is based on years of service, and the early-retirement incentive added five years to his service record. "It added quite a bit to my pension," he says.

Mr. Brucker plans to spend his days traveling and continuing his research on the subject of Florentine history.

While he is still reading dissertations for some graduate students, the 67-year-old scholar has no plans to continue teaching part-time at Berkeley and has given up his office.

"I've done it long enough," Mr. Brucker says. "I was getting tired. For me, the great benefit is I don't have to worry about tomorrow's lecture."

Mr. Heydinger says:

"An early-retirement program can enhance someone's ability to afford to retire early, or it can make so they can't afford not to," says G. Gregory Lozier, executive director of planning and analysis at Pennsylvania State University, who researches retirement issues.

Just because employees take advantage of an early-retirement program for financial reasons, however, doesn't mean they want to stop working. Bernard J. Zawissa, who identifies his age as "past 66," was also a professor in the art department at Southern Connecticut State until he took the early-retirement incentive this year.

"Maybe it is time to retire and give someone else a chance," Mr. Zawissa says. "But at the same time, I really wanted to stay."

Mr. Zawissa, an artist, plans to

continue painting during his retirement. But he is not stopping his teaching altogether. He'll be giving an advanced-painting class at the university this fall, and hopes to continue teaching part-time for several years.

5 Broad Goals

The alliance's literature lists five broad goals for participating colleges, including improved retention and graduation rates, improved job placement for graduates, and a demonstration that "students are prepared to be active citizens in a collaborative, changing, international arena."

The alliance, he says, will guide colleges in "tool kits" to guide them in making the broad-based changes. The tools for improving job placement might include advice from consultants on how to set up an off-campus work program for students or how to establish a senior-level course for students to solve real-world problems.

Many of those ideas are already in practice, Mr. Heydinger says. In practice, the alliance's job will be to introduce the good ones to more campuses. He estimates that the first year of work will cost \$300,000 to \$400,000 and says that he has started talking to potential donors.

Participating colleges will have to bear some of the group's costs, although alliance members could contribute work as in-kind donations, Mr. Heydinger says.

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commercial ventures as people

realize the market that Cyberspace

represents," says Mr. Kehoe. "This

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Personal & Professional

New Group Aims to 'Restructure' Nation's Colleges

By KIT LIVELY

A small organization with ambitions is being formed to help colleges improve their academic quality while cutting costs.

The group, the Alliance for Higher Education, wants colleges to "restructure" themselves, thinking how they approach parts of campus life from the curriculum to the administration to their compensation practices.

Having new faculty members on campus, though, translates into a few added expenses: Junior faculty members are still getting established in their fields and need money to travel to conferences. New scientists need start-up funds for their laboratories.

With all the new faces on the campus this fall, Ms. Beyard says, "there will be a sense of the ground shifting under our feet."

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"That says to me is that some publishers have found that there is money to be made on them for their networks, so they are going to try to make us pay for information that has been available 'free' to everyone in the past," he said.

"I have thought of the Internet as one of our best efforts at distributing information to anyone in the world on an equal basis, but publishing guides to this system on a 'for sale' basis will erode the democracy of the system," he said.

Mr. Tyckoson speculated that publication of Mr. Kehoe's guidebook could mark "the beginning of the end of free access to electronic information through the Internet."

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explained that "real" publication meant that he could continue to update the book.

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Information Technology

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Colleges See Benefits for Some Students in Reauthorization

But others, eligible now, might lose out on aid

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will give middle-income students access to thousands of dollars that they must now borrow from other programs with higher interest rates, Mr. Martin says. Removing the limit on the parent loans will also keep many parents from having to take less-attractive commercial loans.

Funds Expected to Be Scarce

Colleges that enroll many middle-income students are expected to benefit from Congress's removal of home and farm equity from the eligibility formula for student aid. With those assets no longer considered in determining what a family can pay for college, the children of some middle-income home owners should be eligible for Pell Grants, and many more will qualify for subsidized Stafford loans, and College Work-Study.

That is not all good news, though, because federal funds to finance the programs are expected to be scarce. Students who become eligible for loans will get them because the government considers those programs "entitlements," but those who qualify for Pell Grants, work-study funds, or supplemental grants may be out of luck.



Jamie P. Merisotis: "The bill doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."



Raymond A. Steiner: "We're bringing in a new population of eligible people at the expense of formerly eligible low-income people."



Student-Aid Directors' Views on How the Law Will Affect Their Campuses

Annabelle C. Fong, University of Hawaii at Manoa: I'm glad that we have worked out the home equity so that it no longer will be [in aid formulas]. My concern is that we don't have enough money. How do we discriminate between the families that have \$20,000 or \$30,000 homes and the families that have no homes and that are renting? How do we discriminate so that what limited money we have goes to those students who really need it?

I think there's another concern: that in spite of all these great shifts to middle-income people and making education accessible to all students, what we have also done underneath all of this is to ask states and institutions to come up with more fiscal and human resources than ever before, without getting paid for it.

Governor Jackson, Texas Women's University: At the public institutions, if the increases [in grant programs] are properly funded—and that's key—it will make a significant difference in terms of access, in terms of middle-income families' and of first-generation college students' being able to recognize that dream of going to college.

Because right now, even at a public institution, a significant part of that cost is still covered by borrowing. And for a first-generation college student or a first-generation college student's fam-

ily, there is some apprehension about borrowing \$5,000 to \$7,000 a year when the only thing that large that they've financed prior to that may have been an automobile. A lot of times, that apprehension may lead to a decision not to attend college because it doesn't seem doable, and they have trouble understanding how they're going to handle that kind of debt.

Kim Larson, Northeastern Junior College (Colo.): From an administrative standpoint, it will be wonderful to take away the on-campus / off-campus rule in the Pell Grant program, because it's a nightmare for us to keep track of where they're living.

In addition to that, I find that sometimes the reason the very-low-income students are attending my institution is because we are lower-cost and because they can live at home. I do find it's not necessarily fair for the lowest-income students who are living at home, maybe out of necessity, to be eligible for less money.

The home equity is not a major issue, but removing farm equity is a benefit. We have lots and lots of families that can easily demonstrate high farm or

run equity, but simply do not have the cash or the income to pay the formulated family contribution.

Janis Linfield, California State University at Hayward: We have a very non-traditional student population, a lot of independent students, a lot of refugee students, a lot of single parents—and so the changes in the "independent student" definition are certainly going to cause us some headaches. Students who currently are considered independent will no longer be.

In terms of the needs-analysis methodology, I don't know the effects yet. The California State University System is running some numbers and has said that under the new methodology it looks like our independent students might actually lose in this scenario. To what extent, I don't know yet.

Middle-income students have been squeezed out for the last decade, so certainly I think there will be interest in the unsubsidized Stafford loan program. Some people anticipate a big crush—that all of a sudden the law's going to be enacted and we're going to have thousands of students on our doorstep. I don't think that's going to be the case.

But I think as students realize that it's available and it could help, it will take hold and there will be interest. Especially in the public sector, we have a lot of students who are employed full time

and attend school at night. They don't qualify for the financial aid we have available now, and this will provide them a little easing of the stress.

Donald A. Saleh, Cornell University: The need-analysis issue, I think, is one that will play out in a mixed way at Cornell. It will increase the number of students who are eligible for some federal financial aid, particularly for the Pell Grant or for the Stafford loan. We will have many middle-income and upper-middle-income families who currently are not eligible for Stafford loans who will gain eligibility, because many of our families come from areas in the Northeast where home equity is driving them out of eligibility. We're going to see many more students eligible for the subsidized loan, and then the unsubsidized Stafford loan will pick up even more.

What's going to happen then is that we'll continue to calculate family need for institutional dollars in a way that meets our historic pattern. We can't turn our system upside down and start all over again, because the federal government has decided to remove home equity from the calculation for aid.

The other thing that I think will be important is a good look at the direct-lending program. Frank Rhodes, the president of Cornell, has sent a letter to Lamar Alexander expressing our interest in participating.

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PHOTOGRAPH BY JIM VAN REEN FOR THE CHRONICLE

Government & Politics

THE CHRONICLE OF HIGHER EDUCATION

Section 2

July 29, 1992

OPINION

Today's College Students Need Both Freedom and Structure

By Gary Pavela

I THINK that it is time to give a new name to college students who are between the ages of 18 and 21. The term "adolescents" does not do them justice, yet calling them "young adults" suggests a level of maturity that many do not possess. Instead, I suggest calling them "post-adolescent pre-adults" or PAPAS, for short.

As awkward as that terminology may be, it describes the legal relationship that seems to be evolving between institutions of higher education and traditional-age college students. Having moved from strict control over student conduct to treating students as adults subject to much less control, institutions now are being pressed to take more responsibility for students' behavior.

For many years, colleges and universities treated students as adolescents and governed them with a heavy hand. Many students were required to live in college housing and observe strict curfews. Male and female students ordinarily were not allowed in each other's rooms.

Important changes began in the 1940's. The enrollment of returning GIs after World War II and the expansion of adult-education programs thereafter brought students to campuses who would not accept being treated like adolescents. Also, the civil-rights movement in the 50's and 60's, the campus rebellions of the 60's and 70's, and the lowering of the age of majority to 18 eventually helped college students of all ages acquire levels of personal autonomy that previous generations had never known.

The consumer-protection movement in the late 1970's and 1980's accelerated the momentum for more student rights. Higher-education officials saw students as "customers" seeking "services." Federal and state governments adopted legislation protecting students' privacy and requiring that "consumer information" about financial aid and other services be made available to them.

Students did find, however,

that with their new rights came liabilities. As adults, they were not entitled to the same level of protection as youths. If they were injured by other students, they found it increasingly difficult to hold colleges legally accountable for the misbehavior, including offenses arising from abuse of alcohol.

Despite the trend toward treating students as adults, there remains a strong and growing minority view that colleges still retain a "special relationship" with students that requires them to exercise some responsibility for students' safety and behavior. Robert Bickel, professor of law at Stetson University, argued in his keynote address this year at the National Conference on Law and Higher Education that university lawyers and administrators had fought so hard to absolve institutions of any legal responsibility for students' safety that they may have neglected the moral obligations inherent in the student-teacher relationship, including the obligation to enforce a standard of civility on campus.

This "obligation" is rooted in the perspective that educators should promote a suitable academic environment for students and promote their moral development. It is, as Mr. Bickel suggests, an ethical and professional imperative that courts and legislatures will sooner or later transform into a legal duty.

THOSE CALLING for greater college responsibility over student life made only modest progress in the 1970's and early 80's. Ironically, however, their message is now being reinforced and amplified by the same "consumer" movement that contributed to the expansion of student rights a decade ago. State legislatures and Congress have expanded upon the concept of consumer rights in recent years, requiring colleges to provide students with information about the extent of campus crime and the scope of state and federal laws against alcohol and drug abuse. But such statutes fre-

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JACK PARDEE FOR THE CHRONICLE

Today's 'Pre-Adults' Need Both Freedom and Structure

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quently go well beyond setting guidelines for reporting information to students; they often also contain explicit or implicit requirements that specific disciplinary policies—like restrictions against underage drinking—be adopted, enforced, and monitored by colleges to protect students and members of the public.

Through such mandated enforcement of government social policies, the "consumer" of college services is being redefined by statute and common law to include not only individual students, but society as a whole. This process probably will not produce a return to the days of colleges' acting *in loco parentis* toward students, but the final result may be close to it. The national trend toward greater college accountability for students' behavior is reinforced by a long-standing concept that college administrators occasionally forget: Colleges own and manage property, and the courts can hold them responsible for foreseeable events on that property, even during activities planned and sponsored by students.

THIS CONCEPT was articulated by the Delaware Supreme Court last year in a lawsuit known as *Furek v. The University of Delaware*. In that case, which involved a hazing incident at a fraternity, the court observed:

"The university is not an insurer of the safety of its students nor a policeman of student morality, nonetheless, it has a duty to regulate and supervise foreseeable dangerous activities occurring on its property. That duty extends to the negligent or intentional activities of third persons. . . . The likelihood of injury during fraternity activities occurring on university campuses is



JILL PARFORD FOR THE CHRONICLE

for behavior they do not control. This collegiate "hands off" approach, however, is educationally questionable, since students who are socialized to engage in behavior destructive to themselves and others will inevitably come into conflict with efforts to promote greater civility and individual moral development on campus.

Regardless of current trends in court

cases, social forces are developing that could make campus officials more responsible for student conduct, even on property not owned by colleges. For example, under pressure from residential communities affected by students' abuse of alcohol, state legislators across the country have urged (or demanded) that colleges expand their disciplinary authority to include various kinds of off-campus misbehavior by students, such as the use of false identification at local bars. Administrators at those institutions know they face a greater risk of legal liability when they assume more responsibility to police student behavior. That risk, however, pales in comparison to the immediate threat posed by angry voters and the legislators anxious to placate them.

ALSO, in spite of genuine progress made at many colleges in reducing abuse of illegal drugs and alcohol, educators continue to see significant numbers of students—often living in group houses or off-campus fraternities—who have founded in an atmosphere largely devoid of traditional social controls. Those students frequently engage in misbehavior off campus that local law enforcement agencies, overwhelmed by more serious crimes, are unwilling to police. College officials, with legitimate reluctance and frustration, are beginning to punish such misbehavior, because it is evident that if they don't set limits for students, no one else will.

The demands for more and better supervision of students come at the worst possible time for colleges, since budgets are being cut and personnel laid off. Our best and most realistic hope is for creative, dynamic leadership by deans of students and college

to make clear, in most other departments at the college, (inconsistency in tenure standards across departments is a question I did not address in my article, but it is nonetheless an unfortunate reality at Colby.) Excellent teaching is, as is commonly said, a necessary but not a sufficient reason for tenure; while publication (as opposed to scholarship) is a sine qua non for tenure. Only recently was an excellent teacher, officially so judged by the review committee, but having only one book forthcoming and accepted for publication, denied tenure.

McArthur searches his memory only to find not one instance in which "a truly excellent teacher" was denied tenure or a "case of a mediocre teacher granted tenure because of impressive scholarship." McArthur's memory is short, and flawed in my opinion, and I say this as one who sat for three years as an elected faculty representative on the tenure and promotion committee.

Yet I will happily concede that his perceptions are different from mine. I regret that he cannot make a similar concession. Regardless, I've had too many Colby faculty members, as well as other professors teaching in similar institutions around the nation, offer their congratulations for the Chronicle article to believe that I am alone in taking the position I did. In its publication I've been told by different Colby faculty members, tenured, recently tenured, and untenured, "Glad someone finally said it." "It needed saying."

Robert P. McArthur provides a predictable rebuttal ("Research and teaching at Colby College," Letter to the Editor, July 13) to the point made about Colby College in "A College That No Longer Puts Teaching First Pays a High Price for Its Faculty." His expressed views and attitudes are a part of the climate that promotes actions against blacks on college and university campuses across the country.

Robert P. McArthur's linear thinking, devoid of any semblance of analysis, suggests an inability to relate effects to causes and to identify cor-

OPINION

of Reputation" (Opinion, June 10). He claims that I "greatly exaggerate the place of scholarship in our faculty reviews." It is difficult to disprove this allegation of him without discussing specific cases that remain confidential. But it is not difficult to address his false claim that I "complain" about the government department or his inaccurate assertion that some of my claims are based on rumors.

I served in recent years as chair of the government department; I continue to regard its members as among my closest friends at the college. Individually and collectively, they are good people, even though I worry that the department has inflated tenure standards to an unreasonable level. The government department is a very strong department, as McArthur writes, and it is quite popular with students. Most of its members, as he says, are active scholars and popular teachers.

But with all due respect to Dean McArthur, such facts are not relevant, at least so far as my article's main point is concerned. My principal point is that excellent teaching is important for getting tenure in the government department and, as I

presidents, leadership that can define a sense of community in which students and college officials recognize that they share an obligation to promote more responsible and civil conduct by students on and off campus.

DEANS and presidents should recognize the "adult" status of students by giving them genuine authority to manage their own affairs, especially student newspapers, clubs, and political organizations. But administrators also must appreciate that many of their students still are "pre-adults" who need more protection and supervision than many of us have been willing to provide in recent years.

As we are beginning to do with alcohol abuse, we will have to set and enforce higher standards for student behavior, including standards on hazing, vandalism, sexual assault, sexual assault, and other forms of violence. Students should have an important role, of course, in helping to define those standards and in educating their peers about them. Still, we need to state, directly and honestly, that final responsibility for disciplining students must reside with the campus administration.

Asserting greater control over student conduct does not require single-minded reliance upon rules or penalties. Indeed, the approach would almost certainly fail. We need, instead, a more comprehensive program that clarifies responsibilities, provides for collaboration with students, sets clear standards for behavior, and furnishes role models and education. These actions plus prompt, early intervention and enforcement when rules are broken—will provide the guidance that many students need and may well come to appreciate at this critical stage in their development.

Students need freedom and structure if they are to develop their characters. We've done a good job, on the whole, in defining the freedom. Now, if we really want to help our "post-adolescent pre-adults," we need to pay renewed attention to providing the structure as well.

Students should be valued equally for their different sorts of contributions to the life of the college.

The article I wrote for *The Chronicle* was accepted in January, when I was professor of government at Colby. Two months before I was offered and accepted my new position at Hollins College, **ROBERT BOWMAN**, Vice-President for Academic Affairs, Hollins College, Hollins College, Va.

THOMAS F. PIATKOWSKI, Professor and Chairman of Electrical Engineering, Western Michigan University, Kalamazoo, Mich.

TO THE EDITOR:

... Dennis Baron's argument for allowing diversity in language is based on the false premise that language is an end in itself. Language is a means, and that is all. Language allows us to reach ends, but it is only a conduit...

The diversity that we should all value is a diversity of ends. Diversity in our lives and opinions makes things fun, but in order to understand each other's diversity we must be able to communicate that diversity.

This burden of communication is placed upon our language, and that language must have commonality for all participants to be effective. If the language is unable to transmit various diverse concepts, then there can be no communication. We would all be stuck in our little, private worlds.

Since language plays the crucial role as the conduit of diversity, it is the responsibility of all educators to assure that their students understand the workings of the conduit. To do less is to keep from our students the tool it takes to appreciate the diversity of the world and the people around them...

Correct communications is the only way that we will be able to achieve and appreciate a truly diverse society. . . . **DALLAS BROZIK**, Associate Professor of Finance, Marshall University, Huntington, W. Va.

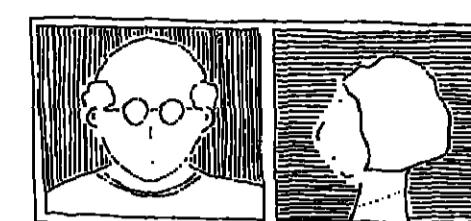
TO THE EDITOR:

It is hard to believe that a linguist could take such a naive view toward language in attacking critics of "proper" English. Obviously, there is nothing inherently right or wrong about any use of language—given that it clearly conveys the speaker's

meaning. "I ain't never goin' to the movies no more," conveys the speaker's intent just as clearly as "I'm never going to the movies again." The important difference between the two expressions is not in the semantics, but in what the statements reveal about the speaker. The former is associated with societal elements considered—rightly or wrongly—less educated; the latter suggests a more intellectually respectable background. Should we accept the ungrammatical version without prejudice as a neutral reflection of our culturally diverse society? As long as our society continues to value education and intellectual achievement highly, being ignorant will be viewed negatively. Consequently it's probably not in one's best interest to appear that way.

Clearly, the question should not be whether unambiguous communication is grammatically correct, but whether the speaker is concerned with the impression created by their use of language. The sentence immediately preceding, while clear in meaning, is ungrammatical in using "their" to refer to a singular noun; yet some "politically correct" grammarians find this usage preferable to the sexist (but grammatical) "his." I formed the sentence in this way not because it's "proper" or "improper," but because I do not want others to think that I share the insensitivity toward women's rights often associated with people who use masculine pronouns generically. In short, I think the editor cited by Dennis Baron was reasonable in expecting her staff to use "accepted" grammar when talking with business clients. No company insensitive to the impressions created by language styles is likely to survive long in a competitive business climate. **DON CHEZIK**, Director, Center for Human Development, Saint Bonaventure University, Saint Bonaventure, N.Y.

Reward Offered



cc

such a President, things get done better than with an undivided regime.

MICHAEL H. CARDENZO, Assistant Legal Adviser for Economic Affairs, 1945-1952, Truman-Acheson State Department, Washington

Language, diversity, and 'proper' English

TO THE EDITOR:

It is hard to believe that Dennis Baron is sincere when he expresses in so proper English his wonderment at the authenticity of his dismal assessment of the quality of Colby's faculty in the early 1950's, nor can I imagine many of my colleagues here wanting to turn back the clock. My concern is not with the past, but with present trends that may very well define the future. I agree that teachers tend to improve their craft by doing research, but I also believe that their research need not result in publication necessarily prove they are good teachers. My ideal liberal-arts college includes faculty who publish actively, faculty who seldom publish but stay current in their field, and "pure" teachers whom students consistently praise. . . . All three types

of language is intended to convey precise meaning, then error or unintended ambiguity is not a tolerable luxury. In mathematics, science, engineering, philosophy, history, law, and medicine (to name a few disciplines), both in their practice and in their exposition (as at a university, say), the careful use of language is mandatory. Ambiguity and error can be harmful, expensive, unprofessional, and unethical.

In such professional environments practitioners wish to use the language elegantly and precisely. They wish to impress clients and others that they have the language skills consistent with high standards of professional practice. As part of a professional team and as representatives of the key members of the team, staff with strong language skills are highly valued.

The ability to specify complicated ideas clearly and unambiguously is an important skill. It is the basis for many forms of cooperative human endeavor. It promotes rational debate and decision making, for it makes (1) ideas more easily shared, (2) the evaluation of ideas more rational and objective, and (3) the implementation and testing of ideas more efficient and error free.

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The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



University of Otago
Te Whare Wananga o Otago
New Zealand

LECTURER IN ART HISTORY AND THEORY

Applications are invited for the position of Lecturer in Art History and Theory. Preference will be given to candidates with qualifications in one of the following areas:

- (a) Far Eastern Art and/or The Arts of the Pacific Region, including Australian art.
- (b) Post-Modern Art and Theory and/or Women and Art.
- (c) A Period of European Art History and Theory.

Candidates with qualifications in other areas of Art History and Theory, however, are also encouraged to apply for this post. Initial appointment will be at an appropriate step on the lecturer's salary scale \$NZ37,440-\$NZ15,448 per annum. The appointment is for a fixed term of three years commencing in January 1993. Specific enquiries may be directed to Associate Professor Peter Sturges, Director of Studies, Art History Section, Division of Humanities (Fax: (64) 3 479-2505) and further information is available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax: (64) 3 474-1607).

Applications quoting reference number A92/45 close with the Registrar on 1 September 1992.

LECTURER IN HISTORY
(History of East Asia)

Applications are invited for a lectureship in the history of East Asia (China and/or Japan). At the present time courses in the modern history of China, Japan and India are taught in the department particularly in the area of East Asia. Courses in Asian history may contribute to a degree in history or to a degree in Asian Studies. Candidates should have obtained or be near to obtaining their PhD by the time of appointment. The successful candidate will be required to teach a general course in Asian history and can expect to teach more advanced courses in her or his particular area of specialisation.

Research will be required and duties will include teaching and research supervision.

LECTURESHIP IN HISTORY
(European Cultural / Intellectual History)

Applications will be welcomed from those who have completed or are near completing a PhD or have equivalent research and teaching experience in 19th Century European intellectual/cultural history. Preference may be given to an applicant with some knowledge of 20th century intellectual/cultural history. Research will be required and duties will include teaching and research supervision.

FURTHER INFORMATION

Commencing salary will be established within the scale for lecturers currently \$NZ37,440 to \$NZ49,088 per annum with a bar at \$NZ25,448.

Enquiries may be made to the Head of Department, Professor E. Olszen, Fax (64) 3 479-8558 or telephone (64) 3 479-8612. Conditions of appointment and method of application are available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax: (64) 3 474-1607), with whom applications, quoting reference number A92/46 (History of East Asia) or A92/47 (European Cultural / Intellectual History) close on 1 November 1992.

Equal opportunity in employment is University policy.



HONG KONG BAPTIST COLLEGE

A Government-funded Institution of Higher Education offering undergraduate and postgraduate courses

DEPARTMENT OF COMMUNICATION STUDIES
Senior Lecturer/Lecturer (FR059)

The Department is seeking a Media Specialist to lecture in the areas of: Principles & Methods of Advertising, Marketing Communications, Agency Management, Advertising & Social Issues. The appointee is also expected to supervise student projects, dissertations & workshops, and to participate in faculty research projects and the graduate programme.

Applicants should have a higher degree, preferable a Ph.D., with at least three years' tertiary teaching experience, and a record of excellence in creative work or publications.

For details or enquiries, please contact Dr. Bernard Anderson, Head of the Department, by phone (852) 339-7483 or by fax (852) 339-7375.

Entry level and remuneration will be commensurate with qualifications, experience and research or creative productivity. Availability as of October 1992 will be an advantage, but no appointment in the second semester beginning in early February 1993 will be considered.

The successful applicant will be offered a five year contract appointment as Dean. A further appointment may be offered subject to review.

Further information is available in confidence from Professor David Wilmoth, Deputy Vice-Chancellor (Higher Education) RMH, telephone 011 61 3 650 2002.

A position description may be obtained from Human Resource Management Group by phone 011 61 3 650 4600 or fax 011 61 3 4453. Applications, in writing and quoting reference number FR059, should be addressed to Senior Appointments Officer by Friday, 20 August, 1992.

Georgia State University invites nominations and applications for the position of Chairman, Department of Cardiopulmonary Care Sciences.

The Postponed Georgia State University is looking for a dynamic individual with an earned doctorate, appropriate credentials (preferably

to be registered Therapist) and a distinguished record of teaching, scholarship, and service appropriate for appointment at senior academic ranks, and management experience.

The Department of Cardiopulmonary Care Sciences admits 30 students per year, as well as additional advanced standing students into its program. Both baccalaureate and master's programs are offered. The baccalaureate is fully accredited through the JCRC. There are seven in full faculty in addition to a medical director.

The University of Georgia State University is a large, urban university of approximately 24,000 students, located in metropolitan Atlanta. Cardiopulmonary Care Sciences is part of the College of Health Sciences, one of 12 colleges in the University. The College is recognized for innovation in meeting the needs of health-related professions throughout the State, and its faculty are nationally recognized for their contributions in teaching, research, service, and leadership in their disciplines.

Applications and nominations should be mailed to:

TUSKEGEE UNIVERSITY

LECTURER, DEPARTMENT OF MECHANICAL ENGINEERING,
SCHOOL OF ENGINEERING AND ARCHITECTURE,
TUSKEGEE UNIVERSITY.

Nominations and applications are invited for the position, Lecturer, Department of Mechanical Engineering.

QUALIFICATIONS: Candidates should have an earned master of science degree in Mechanical or Industrial Engineering, two years' teaching and/or research in related areas or 24 semester/26 quarter credits in graduate courses beyond the master of science degree.

RESPONSIBILITIES: The Mechanical Engineering Department, which consists of 12 faculty members and 200 students, is one of the five academic departments (Aerospace Science, Chemical, Electrical and Mechanical Engineering and Architecture) in the School of Engineering and Architecture at Tuskegee University. The department offers bachelors and masters of science degrees in Mechanical Engineering and houses state-of-the-art equipment.

Tuskegee University is a private, state-related, land grant University with approximately 3,700 students and 300 faculty members. Since its founding over a century ago, one of the University's central missions has been the promotion of academic excellence in the technical and scientific professions.

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Applications and nominations should be mailed to:

**Dr. P. K. Ray, Head
Department of Mechanical Engineering
School of Engineering and Architecture
Tuskegee University
Tuskegee, Alabama 36088
(205) 727-0920**

DEADLINE: August 5, 1992

Tuskegee University is an Equal Opportunity, Affirmative Action Employer.



SCHOOL OF NURSING

UNIVERSITY OF MARYLAND AT BALTIMORE

is seeking highly qualified and motivated individuals for faculty positions in the following areas of specialization:

- ACUTE / LONG TERM CARE
- ADULT / PEDIATRIC NURSE PRACTITIONERS
- EDUCATION / ADMINISTRATION / INFORMATICS / HEALTH POLICY
- MATERNAL / CHILD HEALTH
- COMMUNITY HEALTH NURSING

The School, one of the largest in the nation, is ranked sixth among publicly supported schools of nursing and is committed to furthering research and scholarship in health care. Located in downtown Baltimore, the School enjoys interdisciplinary relationships with five other professional schools of the University of Maryland, including Schools of Medicine, Dentistry, Social Work, Nursing, and Pharmacy. Also located on the campus are the Health Sciences Library (one of eight designated regional medical libraries in the country), and the University of Maryland Medical System, which includes a 747-bed tertiary care facility, a regional Neuroscience Center, the world renowned Shock Trauma Center, and a 324-bed V.A. hospital under construction. The campus is recognized as a national leader in health sciences research, with \$88,500,000 in grant support in 1991.

QUALIFICATIONS

Qualified applicants must hold an earned doctorate in nursing or related field, a Master's degree in nursing, and be eligible or currently licensed to practice nursing in Maryland. Applicants should have demonstrated evidence of scholarly productivity, including research and publication. Prior experience in nurse-managed clinics or advanced practice roles is desirable. Preference will be given to applicants with experience in baccalaureate and graduate nursing education programs.

INSTRUCTIONS FOR CANDIDATES

For best consideration, candidates should apply within 30 days. The University of Maryland is an Equal Opportunity, Affirmative Action Employer. Minority applicants are encouraged to apply. Salary is competitive and commensurate with professional background and experience. Candidates should submit a letter of interest, curriculum vitae, and names of three professional references to:

**Anne Mech, JD, RN
Search Committee
School of Nursing, University of Maryland
655 W. Lombard Street, Baltimore, MD 21201
Tel: 410-328-7646; Fax 410-328-4231**

**Faculty of Environmental Design and Construction
Dean & Professor**

**Salary: \$77,000
CITY CAMPUS**

Applications are invited for the position of Dean, Faculty of Environmental Design and Construction.

The Faculty of Environmental Design and Construction offers undergraduate and postgraduate programs in Architecture, Building Architecture and Socio-Environmental Assessment and Policy. The Faculty also contains the National Key Centre for Design at RMIT.

The Dean is responsible for providing academic and professional leadership and management to the Faculty and for actively representing the Faculty, both nationally and internationally.

Applicants should have a higher degree, preferably at doctoral level in a discipline relevant to the Faculty; significant experience in the practice of a profession relevant to the disciplines offered by the Faculty; management ability; and an ability to think creatively and to lead.

The Department of Cardiopulmonary Care Sciences admits 30 students per year, as well as additional advanced standing students into its program. Both baccalaureate and master's programs are offered. The baccalaureate is fully accredited through the JCRC. There are seven in full faculty in addition to a medical director.

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DEADLINE: August 5, 1992

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Wayne State University

FACULTY POSITION

Family Practice Residency Coordinator. Expanding department seeks a person with excellent interpersonal skills to coordinate resident and student teaching programs. Faculty appointment at the rank of Lecturer. Full-time time position. Must possess degree in Public Health, Education, Administration or other related field. Send curriculum vitae to:

**Margot Surridge
Department of Family Medicine
Wayne State University
805 S. Woodward
Royal Oak, MI 48067
(313) 943-3386**

An Equal Opportunity, Affirmative Action Employer



BIOLOGY INSTRUCTOR
Washtenaw
Community College

**Foundation Chair in
Speech and Hearing**

Professor Tenurable

Ref 1568(a)

Re-advertised Position

Advertisers are invited for appointment as Professor or Associate Professor to guide, inspire and leadership in teaching, research and development in Speech Pathology within the Department of Speech and Hearing Science. The system will be required to serve a period as Head of Department.

The Department offers a Bachelor degree and an Honours program in Speech and Hearing Science and postgraduate diplomas in each of Audiology and Speech Pathology. Masters and PhD programs are also available. In addition, the department runs a clinic to assess and treat clients of all ages with a variety of speech, language, voice and hearing problems.

Applicants require a background of scholarly achievement in the area of Speech Pathology or a closely related field, two years' successful teaching experience, preferably at the community college level and demonstrated systems developing through teaching experience.

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THE JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING

The Johns Hopkins University School of Nursing invites applications and nominations for new tenure track faculty positions with academic rank at the professor and associate professor levels. Expertise is sought in clinical and management/policy areas as well as in theory development and advanced research methods. The School also invites applications and nominations for the

M. ADELAIDE NUTTING CHAIR THE ELSIE M. LAWLER CHAIR

and the following positions:

Director, Graduate Clinical Programs Director, Center for Nursing Research

The School of Nursing is located on the East Baltimore campus of the University with the School of Medicine, the School of Hygiene and Public Health, and the Johns Hopkins Hospital. The School grants B.S., M.S., and M.S./M.P.H. degrees and has post-doctoral programs in infection control and health promotion and behavior. Major strengths of the School include exceptional opportunities for research, a dynamic faculty, and outstanding students. An internationally recognized research university and in 1993, pending review by the Maryland Higher Education Commission, it will offer a Ph.D. program.

RESPONSIBILITIES

Maintain own program of funded research and publications; Teach and advise students; Provide leadership to faculty and students in development of research.

QUALIFICATIONS

Experienced in nursing or related field; Master's in nursing required. Evidence of funding and publication record. Well developed research program. Evidence of interdisciplinary/collaborative research. Ability to work effectively with diverse groups within and beyond the University. University graduate teaching experience.

APPOINTMENT

At earliest possible date. Applications will be accepted until positions are filled. Academic rank and salary commensurate with qualifications and experience. Excellent benefits. The Johns Hopkins University is an Equal Opportunity, Affirmative Action Employer. Applications from minority candidates are especially encouraged. Letters of application and nomination and curriculum vitae should be sent to:

Martha N. Hill, Ph.D., F.A.A.N.
Chair, Search Committee
The Johns Hopkins University School of Nursing
Houck 316, 600 N. Wolfe Street
Baltimore, MD 21287-1316
Tel: 410-955-7484

TUSKEGEE UNIVERSITY

Tuskegee University, an independent and state-related institution of higher education, invites applications for the following position in the Office of Computer Services:

ASSISTANT OR ASSOCIATE DIRECTOR FOR ACADEMIC COMPUTING

This individual is responsible to the Director of Computer Services for coordinating all actions involved in the provision of computing services related to instructional, research, and library services to university students, faculty, and research staff; computer planning, development, implementation and documentation of requirements for computing resources; development and coordination of academic computing initiatives and programs through persuasion and negotiation; assistance in the identification of funding needs and sources for the accomplishment of academic computing objectives; providing software development services for academic programs; assistance in the application of computer-based instruction (CBI) resources; providing training in CBI use; and other responsibilities as required; operating a user services function; coordinating faculty and staff development; and providing support areas and providing training in the use of standard software products installed on university computers; providing academic computing laboratory management and support services.

Qualifications include: at least a Master's degree in computer-related field; demonstrated ability to plan and coordinate broad programs among diverse users; ability to interact effectively in a non-hierarchical environment with a diverse group of professional computing activities.

Salary: \$25,000-\$30,000. Benefits: Tuition, health insurance, life and accident insurance, retirement plan, and a 401(k) plan. Application, resume, and letters of reference should be sent to: S. Walter Williams, Director of Personnel Services, 101 Kregel Center, Tuskegee University, Tuskegee, AL 36088.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

FDU DIRECTOR OF UNIVERSITY RELATIONS AND MARKETING

Fairleigh Dickinson University, a comprehensive tri-campus private university in New Jersey, seeks a Director of University Relations and Marketing. Reporting to the Vice President for Institutional Advancement, the successful candidate will be responsible for the Offices of Media Relations, Publications, coordination of all university marketing efforts and the implementation of a comprehensive image campaign. As part of a team, the candidate will be charged with enhancing the university's visibility and developing a program of external relations on a university-wide level.

Requirements: Minimum three years' experience in administrative capacity with hands-on experience in media placement, publication production and developing marketing strategies for higher education.

Forward resume and cover letter by August 17 to: University Employment Office, F.C.8., Fairleigh Dickinson University, 223 Montriss Avenue, Rutherford, NJ 07070. EO/AE M/F

Economics Assistant Professor and Extension Specialist, Consumer and Family Economics, Ph.D. in Consumer and Family Economics, Agricultural Economics, or related field. Salary is commensurate with qualifications and experience. Coursework in economic theory plus coursework in family and consumer science, and related fields. Qualifications include outstanding research record, teaching experience, and publications. Preference given to research interests related to the economic well-being of families. Commitment to research and teaching, and ability to develop new ones and assist in the development of other ICWARM

Daytona Beach Community College, a comprehensive institution of approximately 10,000 FTE seeks qualified applicants for the following position:

Director, Customized Training, Business & Professional Institute.

The Director is responsible for working with area private employers to identify training needs; and directing the development and presentation of customized programs on-site or at one of the college's campuses. These training may include technical/production skills, management/supervisory skills, sales/service skills, personal development, team building, etc.

QUALIFICATIONS:

Demonstrated record of achievement in management of training programs including: marketing, development, delivery and evaluation of programs; knowledge of state-of-the-art training techniques; improvement and evidence of ability to implement such techniques in organizations. Strong interpersonal and communication skills, especially in the delivery of presentations and training. Knowledge of public and private sources of support for business/education partnerships and programs; grantmanship skills desirable. Bachelor's degree in related field, Master's preferred.

Competitive salary based on credentials and experience plus an attractive benefit package. Send cover letter, transcripts, résumé with names, addresses, and phone numbers of three references to:

Human Resources Department
Daytona Beach Community College
1200 Volusia Avenue
Daytona Beach, FL 32114

Closing Date: August 28, 1992

AN EQUAL OPPORTUNITY EMPLOYER M/F

Memphis State University

Department of Educational Administration and Supervision

Nominations and applications for an assistant or associate professor will be reviewed beginning September 1, 1992, and will continue until the position is filled. Beginning date is negotiable, but January, 1993 is preferred. Responsibilities will include the supervision of interns, teaching principalship classes, other specialized courses, and general administration courses on and off campus. An active research agenda is expected as well as service commitments.

Candidates should have an earned doctoral degree in educational administration and should present evidence in research and college teaching which would qualify the applicant for appointment as full membership with the university's graduate faculty. Experience in K-12 administration required; superintendent experience desired as well as experience in developing an internship program or supervising interns.

Applications should include a letter of intent, current résumé, graduate transcripts, three letters of reference, and samples of publications. Salary will be competitive and commensurate with qualifications and experience. Women and minorities are encouraged to apply. Successful candidates must meet immigration Reform Act criteria. Memphis State University is an Equal Opportunity, Affirmative Action Employer.

Mail applications and nominations to: Dr. Thomas Valesky, Chair, Department of Educational Administration and Supervision, Memphis State University, Memphis, Tennessee 38152.

SCHOOL OF NURSING UNIVERSITY OF MARYLAND AT BALTIMORE

is currently recruiting candidates for the position of:

ADMISSIONS COUNSELOR/ENROLLMENT SPECIALIST

UMAR's School of Nursing seeks an Admissions Counselor/Enrollment Specialist to serve in the Office of Admissions and Enrollment Management. Duties include participation in all aspects of the enrollment process including: school and hospital visitations; recruitment events; prospective student interviewing; admissions department and report preparation.

A Bachelor's degree and two years of college admissions experience are required. Marketing completed or in progress is preferred. Excellent writing, higher education or marketing and computer skills are essential. Familiarity with automated student information systems and data entry is highly desirable. Salary commensurate with qualifications. Candidates should send résumé, letter of interest and list of three references by August 17, 1992 to:

John K. Dent, Employment Representative
Office of Human Resources Management
UNIVERSITY OF MARYLAND AT BALTIMORE
737 W. Lombard Street, Baltimore, Maryland 21201-1041
AA/EOO

Code: Chair, Search Advisory Committee, School of Human Resources, University of Illinois, 250 North Mathews, Urbana, Illinois 61801. (317)205-3000. EOE/AA/EOE.

Economics: University of Wisconsin-Madison, Wisconsin, 800 Economics, 1010 Microeconomics, 900 Macroeconomics, 400 International Economics, 600 Industrial Organization, 500 Econometrics, 500 Public Finance. Subject to department of Economics and Finance. Preference for a Ph.D. in Economics. A Master's degree in Economics, Agricultural Economics, or related field is required. Salary is commensurate with qualifications and experience. A Fall Professorship in one of the fields listed above is available, full-time, beginning October 1, 1992, or until filled. Applications for the Fall Professorship should be submitted to Dr. Donald J. Orlitzky, Director, Center for International Business, The Ohio State University, 1941 Neil Avenue, Columbus, Ohio 43210. EO/AA/EOE.

Economics: Assistant Professor of Economics, Ph.D. in Economics, Agricultural Economics, or related field. The Ohio State University, 1941 Neil Avenue, Columbus, Ohio 43210. In research, a Ph.D. in Economics, Agricultural Economics, or related field is required. A doctorate in Economics, Agricultural Economics, or related field is required. A Fall Professorship in one of the fields listed above is available, full-time, beginning October 1, 1992, or until filled. Applications for the Fall Professorship should be submitted to Dr. Donald J. Orlitzky, Director, Center for International Business, The Ohio State University, 1941 Neil Avenue, Columbus, Ohio 43210. EO/AA/EOE.

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Alcorn State University Division of Agriculture, Research, Extension, and Applied Sciences

The Division of Agriculture, Research, Extension and Applied Sciences at Alcorn State University has a current opening for a Research Associate (ASU Conservation Research Project). Alcorn State University is a land-grant institution, affiliated with the Association of American Universities. The University has a student enrollment of 3200 and employs approximately 575

full-time and part-time staff members.

RESPONSIBILITIES: The Research Associate will be expected to work in both field and laboratory settings. The primary responsibility of this position will be to organize, supervise, and conduct the work necessary to collect and analyze field data and to determine plant growth parameter.

The Research Associate will also be expected to utilize computers to organize, analyze, and to store data.

QUALIFICATIONS: A Bachelor of Science Degree required. A Master's Degree preferred from an accredited institution of higher learning in Agriculture, Horticulture, Soil Chemistry or related field. Experience in field research techniques and use of laboratory equipment is required.

Salary: Commensurate with qualifications and experience.

FRINGE BENEFITS: Members' Missouri Public Employees Retirement System, group hospitalization and life insurance, mileage allowance for official travel and liberal university/state leave policy.

APPLICATION PROCEDURE: Interested person(s) should send a formal application, three letters of recommendation, résumé, and university transcript(s) to:

Dr. Jesse Harness, Associate Division Director for Administration
P.O. Box 479, Alcorn State University
Lorman, MS 39096
(662) 877-6128

Résumé(s) must be received by August 15, 1992.

This notice is posted in connection with the filing of an application for permanent alien labor certification.

Any person may provide documentary evidence bearing on the application to the local Employment Service Office and/or the regional Certifying Office of the Department of Labor at the following address:

MS Employment Security
Commission
1520 West Capitol Street
P.O. Box 1699
Jackson, MS 39205

Alcorn State University is an Equal Opportunity, Affirmative Action Employer and subscribes to the laws and regulations prohibiting discrimination based on race, religion, color, creed, national origin, sex, handicap, age, Vietnam era disabled veteran status or any other proscribed category.

DIRECTOR, SCHOOL OF MARINE AFFAIRS UNIVERSITY OF WASHINGTON

College of Ocean and Fishery Sciences

Applications are invited for the tenured position of PROFESSOR OF MARINE AFFAIRS and DIRECTOR OF MARINE AFFAIRS. SHM is an interdisciplinary component of the College with the responsibility for education and research in marine affairs, including marine policy and fisheries management aspects of coastal 2010, marine pollution, marine resources, and ports and marine transportation. The School offers a master's degree in marine affairs (current enrollment is 69 students). Applicants must have a PhD in a related field in any natural or social science or professional field. Significant experience in teaching or research in a relevant field is required. Previous academic administrative experience in higher education is required; a doctorate is preferred. Experience in developing programs for students with physical and learning disabilities and working closely with other applicable university-wide programs and services is desired. The Director will have the opportunity to work with a research group and will be an important contributor to planning for the College's next campaign to be launched in 1994.

A Doctorate and at least five years' experience are required along with excellent communications and organizational skills and the ability to manage a staff of research professionals.

Review of applications will begin immediately and continue until the position is filled. Please submit a letter of introduction and resume to: Barbara Burge, Human Resources Office, Wheaton College, Norton, MA 02764. Wheaton College is an equal opportunity/affirmative action employer.

Automation/Cataloging

Implement and manage library automation, integrated online systems, and cataloging operations.

Major responsibilities include: AUTOMATION: Oversee the daily operations of DR/A automated system or a VAX with VMS operating system and resolve system-related problems as liaison with automation vendor and Computer Center staff; assist in planning for future development; recommend automation policies and goals; oversee maintenance and integrity of bibliographic and authority records; generate reports from OPAC and circulation system; CATALOGING: Manage cataloging unit; perform original and copy cataloging using AACR2R, LCSH, MARC formats; develop classification schedules according to LC practice; train and supervise staff; develop department policies, procedures, and goals; maintain collection statistics.

Qualifications: MLS from an ALA-accredited program; experience with automation, preferably with DRA and OPACs; cataloging experience with AACR2R, LCSH and LC classification; and OCLC PRISM.

10-month contract, faculty rank and status, Assistant Professor. Salary and benefits to be determined by the search committee.

Application deadline is September 5, 1992. Submit letter of application, résumé, and names, addresses and telephone numbers of three references to: Miss Molly Spinney, Head Librarian, Westminster College, New Wilmington, PA 16172.

Westminster College is an AA/EOE employer.

maximum nine hours per semester) and coordinator of field placement and student placement with area schools and universities. Work with the Dean of Students and the Director of Student Activities to manage all programs, facilities, fiscal resources, and personnel within the Division of Student Affairs. Responsible for the overall administration of the Division.

A master's degree in recreation, sports management or a closely related field is required; a doctorate is preferred. Experience as a director or assistant director in higher education recreation administration and facility management; preferably in a large urban university setting. The successful candidate must be effective in interpersonal relationships and communications.

Applications will be received until the position is filled, however, applications will be reviewed beginning early Fall, 1992.

Applications will be reviewed beginning early Fall, 1992. Applications will include a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three professional references. A copy of official college transcript(s) is required by the date of selection.

Applicants: Forward all materials to:

Search and Screen Committee
Division of Student Life & Development
University of Southern Colorado
Pueblo, CO 81001
Phone: (719) 549-2586
AA/EOE

EOE

EOB

EOC

EOE

EOB

EOC



**DIRECTOR OF
UNIVERSITY COMMUNICATIONS**
The University of Texas
at San Antonio

The University of Texas at San Antonio invites nominations and applications for the position of Director of University Communications. It seeks a dynamic and experienced professional to provide internal leadership to a rapidly developing communications organization which is an integral part of the University Advancement program and to effectively represent the University to its various publics.

THE UNIVERSITY

UTSA is a comprehensive, metropolitan university located on the edge of the Texas hill country, serving over 16,000 enrolled students. The City of San Antonio, which combines a rich cultural heritage with a modern emphasis on technology, research and education, is a dynamic city with a population of over 1.5 million in the urban area. The University is a major contributor to the local development with a broad range of undergraduate and graduate programs and rapidly developing research activities.

RESPONSIBILITIES

The Director of University Communications reports to the Vice President for University Advancement and has primary strategic and administrative responsibility for internal and external communications programs, institutional publications, issues management, public relations and marketing, strategic research, marketing planning, and television, audio, graphic and photographic services. He/She serves in a staff capacity to the President for public engagement and strategy development, works in a team environment with peers involved in development and alumni affairs and with institutional executive officers, and provides leadership to interpret the University to its varied constituents.

QUALIFICATIONS

Candidates must have a record of increasing responsibility in successful results-oriented communications, public relations or related programs. A breadth of experience in reporting, publications, issues management, marketing, print and broadcast media relations and planning is necessary, preferably in a higher education environment. Additional qualifications include demonstrated organizational, management and budgeting skills; research, strategic analysis and planning abilities; excellent written and oral communication skills; and demonstrated ability to work effectively on an administrative team and with diverse groups, and to lead a creative staff. The successful candidate will display evidence of creative and original programs for communicating with various publics and demonstrated success with major projects. An understanding of university organization and mission, as well as the news media, is required. Additional qualities that will be important in success in this position include sensitivity; integrity; high dedication, motivation and enthusiasm for higher education activities; the capability of working flexibly toward responding effectively to unexpected situations; and an understanding of the specific needs of a multicultural environment. A bachelor's degree, preferred in communications, public relations or a related field, is required; an advanced degree is preferred.

APPOINTMENT AND APPLICATION INFORMATION

This position is a full-time administrative appointment, available as early as September 1, 1992, with a preferred starting date in advance of October 15, 1992. Salary is competitive and commensurate with qualifications and experience. Nominations and applications will commence on August 15, 1992. Applications and nominations received by this initial deadline will be accepted and reviewed on a bi-monthly cycle as necessary until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of at least three references to:

Dr. Robert C. Hays
Vice President for University Advancement
The University of Texas at San Antonio
San Antonio, TX 78249-0623

The University of Texas at San Antonio
Is an Equal Opportunity, Alternative Action Employer
Women and minorities are encouraged to apply



**Director
Center for Instructional Services**

Applications and nominations are invited for the position of Director, Center for Instructional Services. Responsible for budget, audio, graphics, photography, video, and repair services. Supervise 24 support staff, and ten student assistants. Ability to work closely and effectively with the faculty, administrators, and students for their audio and video production and other instructional needs. Coordinate JETS TV reception on campus, maintain all equipment including projectors, VCRs, TVs, and cameras. Prepare statistics and reports, evaluate and select vendors for audio and visual equipment, films, and videos. Hire, train, supervise, and evaluate the support staff. Reports to the Director of Libraries.

Qualifications: MLS from an ALA-accredited institution, and/or degree in Educational/Instructional Technology, two years' experience in management of instructional services required, and knowledge of current trends in educational media. Excellent communication skills and teamwork abilities. Salary in mid twenties for 12-month position.

Qualified applicants should send a letter of application, a professional résumé, and the names, addresses and telephone numbers of three current references to: Dr. R. N. Shama, Director of Libraries, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722.

Review of applications will begin on August 24 and continue until the position is filled. The appointment will commence on September 15, 1992, or as soon thereafter as practicable.

The University of Evansville is an independent, church-related, selective admissions university organized into four colleges and schools: Arts and Sciences, Business Administration, Education and Human Services, and Nursing and Computer Science. The institution is located in a city of 135,000 in southwestern Indiana. Enrollment numbers approximately 2,200 full-time students. The University also has a British branch campus, Harlaxton College, located just north of London. The University of Evansville is an Affirmative Action, Equal Opportunity Employer.

**COMMUNITY & TECHNICAL COLLEGES
of CONNECTICUT**

Director of Federated Alumnae/ni Programs.

The Sage Colleges invites nominations and applications for the position of Director of Federated Alumnae/ni Programs. This position reports to the Vice President for Public Affairs and is responsible for the dynamic leadership of the alumnae/ni programs of the Sage Colleges, Sage Junior College of Albany, Sage Evening College and Sage Graduate School. Qualifications: 1) Ability to lead and successfully manage a staff of three professionals and two support staff; 2) Vision and creativity in the planning, development and coordination of programs involving 18,000 alumnae/ni; 3) Qualities that will facilitate collaborative relationships within the institution and with alumnae/ni constituencies. A bachelor's degree and five years' administrative experience in alumnae relations or volunteer organization required, with a master's graduate degree or its equivalent preferred. Review of applications will begin on August 24 and the position is filled. Candidates should submit a letter of interest, resume, and names of three current professional references to: Vice President for Public Affairs, The Sage Colleges, 92 First Street, Troy, New York 12180. M/F. Protected group members are strongly encouraged to apply.

Dr. Robert C. Hays
Vice President for University Advancement
The University of Texas at San Antonio
San Antonio, TX 78249-0623

The University of Texas at San Antonio
Is an Equal Opportunity, Alternative Action Employer
Women and minorities are encouraged to apply

Senior Planner

The University of Texas M. D. Anderson Cancer Center is currently seeking an experienced Senior Planner. Responsibilities include facilitating institutional planning groups and analyzing strategic planning information. Requirements include a Master's degree in Planning, Health Care Administration or related field; 5 years' experience in strategic planning with a minimum of 2 years' experience in the health care industry; strong analytical skills; and proficiency with various software applications.

UTMDACC offers competitive salaries and generous benefits. Please send resumes in confidence to: THE UNIVERSITY OF TEXAS M. D. ANDERSON CANCER CENTER, 1515 Holcombe, HMB 205, Houston, TX 77030, Attn: Lisa Omliveros. An equal opportunity/affirmative action employer. Smoke-free environment.



THE SAGE COLLEGES

Troy, NY 12180

**MOUNT IDA COLLEGE
CHAMBERLAYNE SCHOOL OF
DESIGN & MERCHANDISING
is seeking full time
PROGRAM DIRECTOR
INTERIOR DESIGN PROGRAM**

Individuals are assumed to teaching & administrative responsibilities beginning Sept. '92 for Interior Design Program offering 2 & 4 year degrees with approx. 140 students per year enrolled. Qualifications must include Master's Degree in Interior Design, Fine Arts or Art Education, in the Interior Design/Architecture profession. Faculty with the UNDER accreditation process a plus.

Please send résumé to Academic Offices, Mount Ida College, 777 Duxbury Street, Newton Centre, MA 02169. Review of applications is please. An Equal Opportunity Employer.

Elementary Education: Tenure-track position for Assistant/Associate Professor at a small university, effective September 1, 1992. The successful candidate will teach courses in Elementary Education/Curriculum and Instruction with appropriate emphasis in early childhood education and experience in either education and minority education. Send a letter of application, vita, transcripts of all course work, and at least three current letters of recommendation to Dr. Dean Haywood Marston, 5010, Ladd Hall, Laramie, University, Laramie, Wyoming 82071. Applications will be accepted until position is filled. No telephone calls please. An Equal Opportunity Employer.

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Elementary Education: Tenure-track position for Assistant/Associate Professor at a small university, effective September 1, 1992. The


**West Virginia University
CONTROLLER**
Search Reopened

West Virginia University seeks applications and nominations for the position of Controller. With an annual operating budget of \$310 million, West Virginia University is the state's major research, doctoral degree-granting, land-grant institution. Enrolling 22,500 students in 175 degree programs, the University includes fifteen colleges and schools, a comprehensive Health Sciences Center, and two regional campuses, including Potomac State College of West Virginia University and West Virginia University at Parkersburg.

Details: The Controller reports to the Associate Vice-President for Finance and is responsible for university-wide administration of all accounting and financial reporting policies including, but not limited to, the proper processing and recording of financial transactions, the preparation of all official financial reports, the establishment and maintenance of internal control systems, the stewardship of campus buildings and grounds; oversees personnel policies and practices; and coordinates all real estate, legal, and major business matters in conjunction with the Board of Trustees.

The Director of Fiscal Affairs reports directly to the President. All Business Office personnel, the Superintendent of Buildings and Grounds, the Food Service Manager, and certain equipment and services personnel report to the Director of Fiscal Affairs.

Qualifications and Qualities

B.S. in Business Administration or Accounting required. MBA preferred. A minimum of 5-7 years of significant financial experience directly related to budgeting, financial planning, and investments is expected.

Please submit salary requirements with a résumé and cover letter to:

**DIRECTOR OF FISCAL AFFAIRS
Andover Newton Theological School**

The Director of Fiscal Affairs is the school's Business Manager and Senior Financial Officer. She/he oversees and administers the annual budget; makes financial projections; oversees the school's various financial activities; supervises the maintenance and development of Buildings and Grounds; oversees Personnel policies and practices; and coordinates all real estate, legal, and major business matters in conjunction with the Board of Trustees.

The Director of Fiscal Affairs reports directly to the President. All Business Office personnel, the Superintendent of Buildings and Grounds, the Food Service Manager, and certain equipment and services personnel report to the Director of Fiscal Affairs.

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Please submit salary requirements with a résumé and cover letter to:

Dr. David T. Shannon, President
Andover Newton Theological School
210 Harriet Road
Newton Centre, MA 02159
Affirmative Action, Equal Opportunity Employer

**ASSISTANT DIRECTOR/
DIRECTOR OF THE
UNIVERSITY CHOIR**

Tuskegee University is a co-educational, privately controlled, yet state-related, professional, scientific, and technical university located in Tuskegee, Alabama. As one of the oldest of the nation's historically Black institutions of higher learning, Tuskegee University has taken great pride in its renowned University Choir and distinguished African-American composers.

Qualifications: Applicants are required to have a Bachelor's degree (Master's preferred) in an appropriate field, such as accounting, finance, or administration, and have five or more years' experience in higher education accounting at the assistant controller level or above or in a tandem or other research university (relevant experience in not-for-profit organizations other than higher education may be substituted). The CPA certificate is strongly preferred. In addition, the applicants are required to have an understanding of computer-based accounting systems, relevant law issues, federal and state tax issues, accounting and auditing procedures, as well as demonstrated leadership, interpersonal, communication, and management skills.

Salary: Salary competitive and consistent with qualifications.

Application Process: Review of applications will continue until the search is completed. For full consideration, please submit a letter of application, a current résumé, and names of three references, and phone numbers of three references by September 15, 1992:

Marvel Weese, Jr., Chair
Controller Search Committee
West Virginia University
Post Office Box 6001
Morgantown, WV 26506-6001

West Virginia University is an Equal Opportunity, Affirmative Action Employer. Women and minority persons are especially encouraged to apply.

**Director of the Office of Lesbian, Gay,
and Bisexual Life**

Emory University seeks applicants and nominations for the position of Director of the Office of Lesbian, Gay, and Bisexual Life. A master's degree is desirable in Arts and Sciences, as well as professional schools. The total student population is 11,600.

The director will primarily serve as an educator for the university, utilizing a variety of teaching and learning resources, available for consultation with offices, departments and organizations, to develop and implement workshops and programs according to the particular needs of each setting. In addition to the responsibilities of these issues, the director will advocate for lesbian, gay, and bisexual people within the Emory community. The director will oversee the budget and supervise graduate student coordinators and work study students.

To apply, submit a résumé and cover letter:

Barbara A. B. Patterson
Director, Office of
Lesbian, Gay, and
Bisexual Life
Emory University
Atlanta, GA 30322

SCREENING OF APPLICATIONS WILL BEGIN IMMEDIATELY AND WILL CONTINUE UNTIL POSITION IS FILLED.

Applicants should include a cover letter outlining the applicant's perspective on critical issues of the office, as well as descriptions of successfully completed programs. Three to five pages of writing in higher education or a related field is expected. Master's degree or Ph.D. preferred.

EMORY UNIVERSITY IS AN EEO/AA EMPLOYER.

**ASSISTANT DIRECTOR OF
CAREER CENTER
AUGUSTANA COLLEGE**

RESPONSIBILITIES: Provide internship advisement and career search assistance to students in liberal arts areas including: natural sciences, mathematics and computer science, fine and performing arts, as well as English and foreign languages; provide individual school advisement; conduct employer information sessions, career fairs, and implement workshops and programs according to the particular needs of each setting. In addition to the responsibilities of these issues, the director will advocate for lesbian, gay, and bisexual people within the Emory community. The director will oversee the budget and supervise graduate student coordinators and work study students.

To apply, submit a résumé and cover letter:

Barbara A. B. Patterson
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EMORY UNIVERSITY IS AN EEO/AA EMPLOYER.

Music Tenure-track position as Director of Choral Activities and Director of Vocal at small state institution. Position available August 1, 1992. Required: doctorate or Ph.D., demonstrated excellence of musicianship and pedagogy. Desirable: college-level vocal and piano experience, at least three full college transcripts, at least three years of teaching and a tape recording that demonstrates a solo performance by the candidate in standard and/or non-standard repertoire. All self-addressed resume must be included. Send to Dr. David M. Taylor, Director of Bands, Livingston University, Livingston, Alabama 35470. All incoming applications will be considered. Equal Opportunity Employer.

Music Tenure-track position for pianist at small state institution. Position available August 1, 1992. Required: artist/teacher, either a degree in piano performance (D.M.A. or Ph.D.) or a strong background in piano performance and teaching experience. Undergraduate level teaching experience. Send vita, all college transcripts, tape recordings, and a stamp. Self-addressed envelope must be included for return of tape, and at least one letter of recommendation by July 31 to Dr. David M. Taylor, Director of Bands, Livingston University, Station 23, Livingston, Alabama 35470. No incomplete applications will be considered. Equal Opportunity Employer.

Music Tenure-track beginning August 1, 1992. Teach undergraduate and graduate music curriculum (including instrumental activities, secondary music methods, brass methods, and instrumental conducting). Position also serves as a member of Bands responsible for development of Bands responsible for development

Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

Music: Tenure-track beginning August 1, 1992. Teach undergraduate and graduate music curriculum (including instrumental activities, secondary music methods, brass methods, and instrumental conducting). Position also serves as a member of Bands responsible for development

BULLETIN BOARD: Positions available
**DESIGN & CONSTRUCTION
MANAGER**

The University of California-Davis Medical Center serves as the principal clinical research and teaching hospital for the UC Davis School of Medicine. The University of California-Davis is a major research university. Implementing a \$100 million facilities development plan to renovate and expand clinical, inpatient, and research facilities during the next ten years. Our expansion will include state-of-the-art patient services, new research laboratories, a new Shriners Children's Hospital, and several new "Centers of Excellence".

The UC Davis Medical Center is seeking applications for an experienced manager to direct our design and construction program. We seek a results-oriented manager of architectural design and construction programs. Applicants must have proven architectural design, project management, and organizational management skills. Responsibilities include developing architectural standards and design philosophy, and managing all phases of project and construction management.

The Design and Construction Manager must have experience in: architectural design and construction of large health care facilities; directing a design and construction staff of more than 25 persons; computer applications for architectural design or project management; a project with quality control, "on-time" and "in-budget" performance.

An architectural license is required.

Added consideration will be given to candidates who have experience in advanced architectural design; "Design Build"; "Construction Management"; or other non-traditional contracting methods; construction administration; construction cost management; knowledge of advanced computer applications to design or project management; or management of large health care facilities.

The annual salary range for the Design & Construction Manager is \$60,000-\$100,000. UCDCMC offers an excellent benefits package. This recruitment effort will be open until filled, with interviews to begin after September 1, 1992. Please refer to Job #131-932 when applying. Candidates should be highly motivated individuals who can develop the unique resources of the University Medical Center. If you are a dynamic individual able to provide the vision and leadership needed for our next stage of growth, and would like to receive an application packet, please call (916) 734-2905 or write to Don Aviles, Employment Officer, Outreach and Recruitment Unit, UC Davis Medical Center, 2225 Stockton Boulevard, Room 1016, Sacramento, California 95817, fax (916) 734-0800.

The University of California is an Affirmative Action, Equal Opportunity Employer.



University of North Carolina

**The Future Of North
Carolina Is Here.**

Preparing for the future is what we're all about. Tomorrow's leaders are today's University of North Carolina students. We're very proud of our history of strengthening our state and nation by generating the sharp, productive minds that are so vital to the future. And you can play an important part. If you'd like to play a vital role, join us at UNC.

**Residence Halls Facilities
Maintenance Manager**

This position reports to the Physical Plant Department Associate Director for Buildings and Grounds. Responsibilities include planning for and execution of maintenance, repair and alterations for 29 residence halls with over 1,250,000 square feet of space for 7,000 students and 40 apartment buildings for 300 student families; supervision of a maintenance staff of some 50 employees; developing and overseeing a \$3.2 million budget; and coordinating with Housing Staff and Physical Plant personnel.

Minimum requirements for this position are a Bachelor's degree in business administration and four years' facilities management experience. Preferred requirements are an Engineering degree and 10 years of progressively more responsible facilities maintenance management experience in a large institutional or university setting. Excellent oral and written communications skills are required. Salary range \$33,434-51,892.

We offer a salary commensurate with your experience and education, and a comprehensive benefits package. Resumes only accepted with completed applications. For an application, telephone (919) 990-5200 (Toll Free Research Triangle Area) or (919) 962-2991 or apply at: Employment Department, Office of Human Resources, The University of North Carolina at Chapel Hill, CB #1045, 725 Airport Road, Chapel Hill, NC 27599-1045. An Equal Opportunity/Affirmative Action Employer.



THE UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL
A Precious Resource For Nearly Two Centuries.

Assistant Director of Physical Plant

Alfred University, a private comprehensive institution with 2,000 residential students, invites applications for the position of Assistant Director of Physical Plant.

The campus physical plant includes 232 acres and 50 buildings and is maintained by a workforce of approximately 50 employees. In central plant, buildings and grounds, custodial services, maintenance, motor pool and locksmith shop.

Reporting to the Director of Physical Plant, the Assistant Director provides leadership and direction in the planning and managing of services and facilities maintenance of campus buildings, grounds and utilities, and HVAC. In addition, the Assistant Director is responsible for overseeing the accomplishment of a myriad of other tasks associated with Physical Plant operations.

The qualified candidate shall possess strong organizational and interpersonal skills, have an understanding of the various disciplines represented in Physical Plant management, and show demonstrated accomplishment in a safe, efficient, and effective delivery system. Position requires a Bachelor's degree in Engineering or related discipline required.

Qualified applicants may send resume with introductory cover letter to: Director of Personnel, Alfred University, 26 North Main Street, Alfred, NY 14802.

Review of applications begins July 20, and continues until position is filled. Alfred University is an AA/VEE.

**BAYLOR UNIVERSITY
MULTICULTURAL ACTIVITIES ADVISER
(Search Reopened)**
**UNIVERSITY OF VIRGINIA
DIVISION OF CONTINUING EDUCATION**
Senior Program Development Director

The position of senior program development director is now available. The senior program director will work closely with the associate dean to create the strategy for responding to opportunities and solving programming problems. The senior program director will be given responsibility for refining and executing the programming plan. The senior program director must be very versatile, experienced, creative, and remarkably imaginative. Must be comfortable in the academic community and highly effective in the external market place. Will be developing a rich and diverse curriculum, seminars, conferences, and special programs for regional, national, and international audiences. Must create and manage program budgets. Salary range \$30,000-40,000.

This is a general faculty position. Applications are welcome from men and women. Send letter of application and c.v. to: Dr. Jean Feltz, Assistant Provost, 207 Krebs Center, Tuskegee University, Tuskegee, AL 36088. Deadline: August 25, 1992.

Qualifications include a Bachelor's degree, 3 years fund-raising experience and ability to communicate effectively with all levels of alumni and administration.

The Director reports to Executive Director of Alumni Relations. Some travel is required. Salary competitive and commensurate with qualifications. Pace University offers an excellent benefits package including FREE tuition for self, spouse and dependent children.

Interested candidates should submit a letter of interest and resume to: Evelyn Santana, Assistant Director of Alumni Relations, Pace University, One Pace Plaza, New York, NY 10038.

Provide special support services and activities to minority students designed to increase retention, awareness and participation in the University. Plan, implement and assess student development programs and activities. Facilitate programs and activities that promote the understanding of various cultures and heritages in conjunction with the University's Christian-oriented aims and ideals of bipartisanship, meritocracy, and equality.

Master's degree preferred. Bachelor's degree required. Experience in counseling/guidance, college student affairs or higher education required.

Send resume and three letters of reference by August 24, 1992 to PERSONNEL SERVICES, BAYLOR UNIVERSITY, P.O. Box 970353, WACO, TX 76798-7053.

Baylor is a Baptist university affiliated with the Baptist General Convention of Texas. As an Equal Opportunity, Affirmative Action Employer, Baylor encourages minorities, women and persons with disabilities to apply.

Send resume and three letters of reference by August 24, 1992 to PERSONNEL SERVICES, BAYLOR UNIVERSITY, P.O. Box 970353, WACO, TX 76798-7053.

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Send resume and three letters of reference by August 24, 1992 to PERSONNEL SERVICES, BAYLOR UNIVERSITY,

Assistant Director for Operations Illini Union

UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director of Operations for the Illini Union at the University of Illinois.

The Assistant Director for Operations reports to the Associate Director and is responsible for directing the operations of the Reservations Office, the Information Desk, evening and weekend building supervision, conference planning and production, guest parking, and the Illini Union Alternative Intern Program. As a departmental manager, the Assistant Director of Operations will make recommendations for the purchase of equipment and supplies; supervise personnel; develop reports and maintain records; and be responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

Minimum Qualifications: Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in higher education. Experience in a college/university union or center or student activities is preferred. Position requires experience and/or knowledge of facility management, capital utilization, computer and information systems, entertainment, consulting, program planning and management, audio-visual equipment and sound systems, and budget management. Excellent interpersonal and public relations skills are essential.

Position is full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, résumé and three letters of reference should be sent to:

Babette Munson-Hiles
Search Committee Chair
165 Illini Union
140 W. Green Street
Urbana, IL 61801
(217) 333-5660

Deadline for receipt of application materials is August 26, 1992 or until acceptable candidates are identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union

University of Illinois at Urbana-Champaign

OHIO UNIVERSITY DIRECTOR OF DEVELOPMENT FOR MAJOR GIFTS AND COLLEGE PROGRAMS

Ohio University, approaching its third century of service to Ohio and the nation, is seeking applications from and nominations of highly motivated candidates for the position of Director of Development for Major Gifts and College Programs. The successful candidate will become a senior staff member with primary responsibility for soliciting major gifts (\$100,000+) and supervising seven college fund raisers as part of the \$100 million Third Century Campaign.

Ohio University is a major research institution composed of eight college and six regional centers. Located in Southeastern Ohio with 26,000 students, more than 800 faculty, a private support system in excess of \$1 million annually, \$10 million in planned gifts, \$37 million per year in sponsored research and more than 465 million in endowment.

The Director of Major Gifts and College Programs provides counsel to the Vice President and Associate Vice President for Development and is responsible for identification, cultivation and solicitation of \$100,000+ gifts from alumni and friends. The Director also supervises seven Assistant Directors for Development who are representative of most of the University's colleges. The Director will manage and provide leadership in all facets of the identification, cultivation, solicitation and stewardship processes for the Assistant Directors.

Requirements for the new position include five years' experience in fund raising, a minimum of a bachelor's degree and direct experience in major gift solicitation (\$100,000+), and a higher education environment. Preference will be given to candidates who have major capital campaign experience and/or experience in a constituency-based fund-raising program.

The effective date for this position is September 1, 1992. Compensation will be in the range of \$45,000-\$50,000, plus benefits, or commensurate with experience. Applications and nominations will be reviewed immediately, but must be received by August 9, 1992. Send applications and nominations to:

Margaret Shockey
Director of Development
Major Gifts and College Programs Search
Ohio University
P.O. Drawer 869
Athens, Ohio 45701

MICHIGAN STATE UNIVERSITY Telemarketing Coordinator

Michigan State University, a pioneer land-grant institution founded in 1855, is one of the nation's 10 largest universities. More than 42,000 students in over 100 programs are taught by 4,000 faculty in 14 degree-granting colleges. More than 1,000 of its 5,000 acres are developed as one of the nation's most beautiful campuses. The Big Ten AAU university is located in the state capital, Lansing, in south central lower Michigan, 85 miles from Detroit.

The Coordinator of Telemarketing will plan, coordinate and implement multiple telemarketing programs on behalf of MSLU, directed primarily to alumni, rising both monetarily and in volunteer fund for the University; responsibilities include management of an automated telemarketing environment; identification of prospect; design of marketing materials; organization of telemarketing staff and solicitation of gifts from various alumni audiences; as part of the planning and supervision of this comprehensive, state-of-the-art telemarketing program, this position will schedule calling for the entire year; recruits, interviews, hires, and trains students and professionals; off-site supervision; personnel; develop reports and maintain records; and be responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

Minimum Qualifications: Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in higher education. Experience in a college/university union or center or student activities is preferred. Position requires experience and/or knowledge of facility management, capital utilization, computer and information systems, entertainment, consulting, program planning and management, audio-visual equipment and sound systems, and budget management. Excellent interpersonal and public relations skills are essential.

Position is full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, résumé and three letters of reference should be sent to:

Employment Office
Office of Human Resources
1407 S. Harrison Rose
Michigan State University
East Lansing, MI 48824

MSU is an Affirmative Action, Equal Opportunity Institution.

KALAMAZOO VALLEY COMMUNITY COLLEGE

8767 West O Avenue
Kalamazoo, MI 49009

Dean of Instruction—General Studies: Provides leadership in curriculum and professional development for the following programs and disciplines: Achievement Plus, Honors, Communications, Arts, Humanities, International Program, Mathematics and Social Science. This position is accountable to the Vice President for Academic Services and responsible for the development and implementation of the unit's budget and personnel. A Master's degree is required; excellent communication skills and demonstrated ability to work well with constituents; administrative experience; and teaching and community college teaching experience desired. Submit résumé, two letters of professional reference and official college transcripts no later than Monday, August 31, 1992 to the Personnel Services Office. KVCC is an Equal Opportunity, Affirmative Action Employer.

Associate Director of Admissions

The School of the Art Institute is seeking an Associate Director of Admissions to assume responsibility for development, implementation and administration of its school relations and transfer admissions program, including supervision and participation in recruitment and articulation of transfer credit.

Successful candidate will have 4 to 5 years' admissions experience in a programmatic capacity with recruitment and/or marketing, BA necessary, MA in fine arts or related field preferred. Teaching at the college level desirable. Send a letter, letter and résumé to Louise Ivers, Assistant Director of Personnel, The Art Institute of Chicago, M/C 2, Michigan Ave. at Adams St., Chicago, IL 60603. (EOE).

BROWN UNIVERSITY

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in *The Chronicle*.

DEAN OF THE COLLEGE OF LAW WEST VIRGINIA UNIVERSITY

West Virginia University seeks nominations and applications for the position of the Dean of the College of Law. West Virginia University, founded in 1867 as a land grant institution, now enrolls 22,450 students. The College of Law is located on the campus of the University in Morgantown, West Virginia. Morgantown is a diverse and scenic community of approximately 45,000, with ample recreational activities and easy access to Pittsburgh and Washington, D.C. The College of Law is the only law school in the state. It has a student body of approximately 425, and its full-time faculty number twenty-five.

The Dean is the chief academic and administrative officer of the College of Law and reports to the Provost of the University. He or she has overall responsibility for the administration of the College of Law, and for encouraging and facilitating excellence in faculty scholarship, teaching, and public professional service. The Dean is also responsible for maintaining a strong working and professional relationship with the state bench and bar, for continuing to promote the morale and affirmative action in the recruitment and retention of faculty and students and for furthering educational innovation and institutional development. The Dean likewise represents the College of Law within the University, the community of law schools, the larger community of higher education, and before the general public.

Candidates considered for this position must possess a J.D. from an accredited institution or its equivalent, and possess a record of significant academic and scholarly achievement. Candidates must demonstrate, through their experience and accomplishment, administrative and leadership ability and the capacity to promote institutional excellence. Prior law school teaching and administrative experience is highly desirable.

A Bachelor's degree in marketing, public relations, business, communications or equivalent; two years of related and progressively more responsible or expansive work experience in professional fund raising is required. Experience with UNIX operating system or an automated telemarketing system is desired.

For application, please call (517) 334-1662 and refer to #SZ0029; deadline is August 15, 1992.

Employment Office
Office of Human Resources
1407 S. Harrison Rose
Michigan State University
East Lansing, MI 48824

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HEAD, PRESERVATION/CONSERVATION DEPARTMENT

Brown University Library

Reports to the Associate University Librarian for Technical Services. Responsible for managing the preservation and storage programs for the six libraries at Brown University, including oversight of the Library's Conservation Laboratory and Bindery; developing short and long range preservation and storage plans and policies; supervising Bindery Manager and Conservator of Library Materials; writing grant proposals for preservation of general collections and other special preservation projects and serving as manager for funded projects; actively participating in state-wide preservation planning; conducting preservation education programs for staff, student assistants and the University community; implementing library storage recommendations; monitoring and revising the Library's disaster plans and emergency control operations. Requirements: MLS degree from an ALA accredited library school; two to four years' professional experience in an academic library; formal training in preservation administration; knowledge of current preservation and conservation techniques; demonstrated ability to plan projects, write reports and communicate effectively with staff at all levels, as well as with colleagues in the national preservation scene. Supervisory experience is desired. Salary: \$35,200 minimum. Send letter of application, résumé and names of three references to Marjorie Rubin, Brown University, Human Resource Dept., Box 1874B/00007, Providence, RI 02912. Review of applications will begin on Oct. 15, 1992, and will continue until the position is filled. Brown University is an Equal Opportunity/Affirmative Action Employer.

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The successful candidate will be an experienced, risk-taking, and entrepreneurial leader. Candidates should have demonstrated knowledge of leadership theories and principles, management of resources, facilities, academic administration and organization, institutional telecommunications, and budgeting and fiscal control principles. Demonstrated skills in market research, program evaluation, and grant writing are helpful. Demonstrated ability to develop and implement strategic plans; develop, motivate and guide work teams; communicate effectively both orally and in writing and utilize computer applications. Software is preferred.

A minimum of five years' experience in managing a continuing or distance education program, preferably in a college or university setting is required. Some college-level teaching experience would also be advantageous.

A master's degree in adult/continuing education or related field is required; a doctorate is preferred. Evening and Saturday hours may be required periodically.

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Office of Human Resources
900 Hungerford Drive, Suite 130
Rockville, MD 20850

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The Associate Dean will also teach in the required introductory course for entering M.Div. students and offer a second course in the theology and practice of ministry. Candidates should have significant pastoral experience and a commitment to ministry. Candidates should be committed to the mission of the Divinity School and have demonstrated leadership in ministry.

Qualifications for the position include the Ph.D. degree and/or D.V.M. degree, significant scholarly achievement in biomedical science, evidence of a sustained vision for research programs, and experience in advanced education and guidance of graduate students. An individual with demonstrated international communication skills are necessary. The successful candidate will be expected to maintain an active research program and to satisfy rank and tenure requirements for a professional appointment in a department of the College of Veterinary Medicine.

Review of applications will commence after October 1, 1992. Please submit a curriculum vitae and names of three references to Leon N. D. Pogliac, Search Committee Chairman, Department of Environmental Practice, P.O. Box 1071, College of Veterinary Medicine, The University of Tennessee, Knoxville, TN 37901-1071.

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Requirements: Bachelor's degree in recreation/park administration.

Experience: One year of teaching in recreation/park administration.

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Qualifications:

Rift Grows Between Scholars and U.S. Officials Over Way Federal Funds Are Awarded

By STEPHEN BURD

A number of incidents in the past year signal a growing rift between scholars and government officials over the way federal funds are awarded for arts, science, and humanities projects.

They include:

■ A decision by the acting chairwoman of the National Endowment for the Arts to overturn the recommendations of a peer-review panel in rejecting two grants to university arts centers.

■ A vote by Congress to rescind \$2-million from the National Science Foundation and \$183,000 from the National Institute of Dental Research. A report accompanying the bill suggests that the funds come from 31 projects supported by the NSF and three projects at the dental institute. The Senate Appropriations Committee singled out those peer-review approved projects—on the basis of their titles—as being unworthy.

■ The cancellation last July by the Secretary of Health and Human Services of a survey focusing on teen-age sexuality that had been awarded funds by the National Institutes of Health. Three months later, a study of adult sexuality was put on “indefinite” hold by the National Institute of Child Health and Human Development.

■ Contentions by former staff members of the National Endowment for the Humanities and by several rejected applicants that Lynne V. Cheney, the NEH chairwoman, manipulates the endowment awards process so that applications from controversial scholars or about certain subjects are rou-



Rep. Ralph Regula, an Ohio Republican: “Someone must be accountable for how taxpayers’ dollars are expended.”

tinely rejected. Mrs. Cheney denies the charges.

■ A 39-per-cent increase for fiscal 1992 in the amount of money Congress appropriated for specific campus projects that had not been subject to competitive reviews.

Individually, those incidents sparked discussions of government support for art considered by some to be obscene and of the value of social-science research. But cumulatively, some scholars say, something larger is going on: The peer-review process is being either trampled or ignored.



Robert C. Lederhouse of Michigan State U.: “People don’t really understand how the scientific process works.”

They argue that government officials should limit themselves to setting broad priorities and budgets for the different agencies and divisions within the agencies. Decisions about the merit of individual grant applications, they say, should be left to experts in the arts, sciences, and humanities—the peer reviewers.

Says Vartan Gregorian, president of Brown University and a past peer reviewer at the NEH: “Unless there is something extraordinary, like some gross malfeasance, or members of the panel

did not do their homework, or the make-up of the panel is inadequate or their expertise is lacking, there should not be any intervention into the peer-review process.”

Bush Administration officials and lawmakers from both parties say scholars are deluding themselves by thinking that peer reviewers should have the final say.

While reviewers play a vital role in siting applications, the officials and lawmakers say, a higher authority from time to time must decide if the public is being well served.

Rep. Ralph Regula, an Ohio Republican, says: “Scholars love to get together at a coffee shop and argue over applications until they reach consensus, and then say that their decisions should be final. But it cannot work that way.”

He adds: “Someone must be accountable for how taxpayers’ dollars are expended.”

Reliance on Specialists

Sen. Robert C. Byrd, a Democrat from West Virginia and chairman of the Senate Appropriations Committee, says it is Congress’s job to oversee “wasteful and unnecessary” spending at agencies. He cited duty in explaining his push to cut various projects at the NSF and the NIH.

Federal agencies rely on peer-review panels to pick out the best proposals submitted to the agencies. Reviewers typically are specialists in the field being reviewed.

They either meet together once or twice a year to review large numbers of applications, or submit their reviews by mail. The reviews consist of a written evaluation and a rating of the project, which the agencies use to help determine who receives awards.

The purpose of the research program is to help the government “evaluate the likely magnitude of the economic effects of global change on society and to evaluate the cost of options designed to address global change,” the report states. But it adds that the program does not support “short-term evaluation of specific policy proposals” because that would threaten its credibility.

The President has proposed spending about \$18.3-million on the research in fiscal 1993, an increase of nearly 60 per cent.

The plan was prepared by a group under the Federal Coordinating Council for Science, Engineering, and Technology, which included representatives from the White House Council of Economic Advisors and 17 other agencies.

Other researchers have opposed the supercollider, saying it has limited scientific value and limits funds for other projects.

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said \$550-million

WASHINGTON UPDATE

- Senate appropriations panel votes to continue supercollider
- Administration releases plan on economics of global change

The Senate Appropriations Committee voted last week to continue construction of the Superconducting Supercollider, providing \$550-million for the project in fiscal 1993.

While the amount is \$100-million less than President Bush requested for the project, its inclusion in the Senate’s version of an appropriations bill for the Energy Department’s civilian-research programs increases the likelihood that the subatomic-particle accelerator will be continued next year.

Last month, in an expression of frustration over the rising federal deficit, the House of Representatives voted to kill the \$8.25-billion supercollider. That action shocked the country’s high-energy physicists, many of whom believed Congress was unlikely to abandon the project after investing more than \$1-billion into the collider’s design and construction.

Other researchers have opposed the supercollider, saying it has limited scientific value and limits funds for other projects.

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said \$550-million

was the “minimum figure necessary” to keep the project on schedule for completion in 1999. But Sen. Dale L. Bumpers, an Arkansas Democrat who opposes the project, plans to offer an amendment on the Senate floor to kill the collider.

The Senate bill also provides \$60-million within a \$335-million allocation for magnetic-fusion-energy research for the design of another large-scale scientific project—the first working nuclear-fusion reactor.

Last week, representatives of the European Community, Japan, Russia, and the United States signed an agreement to cooperate in the design of a \$5-billion experimental reactor.

Each of the four parties agreed to contribute equally to the \$1.2-billion engineering design of what is formally known as the International Thermonuclear Experimental Reactor, or ITER. When the design is completed, the four parties will decide whether to proceed with construction of the reactor, which is intended to demonstrate the feasibility of harnessing nuclear-fusion energy. —KIM A. McDONALD

The Bush Administration has

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single individual, especially a political appointee, makes some scholars uneasy. Kathryn K. Sklar, a professor of history at the State University of New York at Binghamton and a frequent peer reviewer at the NEH, says: “For a democracy, the government does not have a disproportionate amount of power in the person of the director of the NEH. So the endowment has the potential for providing very democratic access to the nation’s resources for scholarship, but it also has the potential for blocking this access when the chairman sees fit.”

Despite all the problems, says Jerold Rosenthal, director of federal relations at the National Association of State Universities and Land-Grant Colleges, “no one has come up with a better way to allocate federal funds.”

But some peer reviewers say increased political interference in the

process has made it difficult for them to continue serving.

Marta Tienda, a professor of sociology at the University of Chicago, was a member of the peer-review panel at the NEH that approved the surveys of teen-age and adult sexuality. “You feel ridiculed when you submit your time to these peer-review panels only to find that your decisions have been overturned for political reasons,” she says. “It’s like being splashed with cold water, to find that all of your hard work has gone for naught.”

Thomas Loeser, an assistant professor of art at the University of Wisconsin at Madison, says he and his colleagues on a crafts panel at the NEA were frustrated by the controversies. “We felt caught between a rock and a hard place,” he says, “wanting to stand up for our principles, but also wanting to get money out to the field, to the artists who need federal support.”

Mr. Chubin says agencies should continually evaluate whether their system is as fair as possible.

45 Appeals a Year

A first step in improving the process would be to strengthen the appeals system, he says. All of the agencies—except the NEH—now offer a formal appeals hearing for applicants who say their grants were unfairly rejected.

But Mr. Chubin says the processes as they now run often serve simply as window-dressing. “I don’t think many people win, and it takes a lot of time,” he says.

According to James M. McCullough, director of the program-evaluation staff at the NSF, the agency hears about 45 appeals a year, and typically overturns only one or two decisions. An NEA spokeswoman says the endowment hears about 15 appeals a year, few of which result in a new decision.

By opening up the system, agencies would give an applicant the chance to see that they are acting in good faith, Mr. Chubin says.

“Everyone who is turned down feels wronged, that they should have gotten a better hearing, that they were treated unfairly,” he says. “Agencies should offer an appeals process that resembles a legal proceeding so as to insure that participants are given due process in the review of their proposals.”



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COLLEEN CORDES

Status of Federal Legislation

LEGISLATION		MAJOR PROVISIONS		STATUS	
Copyright	HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by committee April 30, 1992 SENATE: Passed September 27, 1991 S Rep 102-141	WASHINGTON	
Education research	HR 4014, S 1278	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-289		
International exchange	HR 3215	BOTH BILLS: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992 H Rep 102-654		
International exchange	S 2832	SENATE BILL: Would authorize the creation of new educational exchange programs between the United States and the nations of the former Soviet Union. Would authorize the creation of a foundation to assist scientists and engineers in the former Soviet Union who want to do research cooperatively with American scientists and institutions.	SENATE: Passed July 2, 1992 S Rep 102-292		
Job training	HR 3033, S 2055	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs for people, who are the most disadvantaged, to the Perkins Loan Program. The bill would also expand federal efforts to reform the welfare system.	In conference		
National Science Foundation	HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2,721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to help institutions buy research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131		
Research facilities	HR 2407, S 1991	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141		
Science education	HR 2936	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$35-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508		
Student aid	HR 3853, S 1150	COPROMISE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,825 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Would authorize a pilot project for a direct-loan system that would replace guaranteed student loans on 500 campuses. Would authorize increases in the maximum size of a Pell Grant, from \$7,000 for the 1992-93 academic year up to \$4,500 in 1997-98. Would expand the Stafford Student Loan program to make all students eligible for loans, regardless of income. Would exclude the equity that a family owns in a home or farm from calculations of wealth used to determine aid eligibility.	Signed by the President		
Taxes	HR 11	BOTH BILLS: Would expand, for 18 months, tax breaks that allow workers to receive up to \$5,250 in employer-provided educational assistance without paying income taxes on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax credit for increased spending on research.	HOUSE: Passed July 2, 1992 SENATE: Approved by committee June 16, 1992		

Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION		Spending This Year	House Bill	Senate Bill	Compromise Bill	STATUS
Department of Agriculture	HR 5487	Cooperative Extension Service Cooperative Research Service	\$419 206	\$418 448	\$422 467	HOUSE: Passed June 30, 1992 H Rep 102-617 SENATE: Approved by subcommittee July 21, 1992
Arts and humanities	HR 5503	National Endowment for the Arts National Endowment for the Humanities Institute of Museum Services	\$176 \$176 27	\$176 178 29	\$176 178 29	HOUSE: Passed July 23, 1992 H Rep 102-626
Dept. of Education and Health and Human Services	HR 5873	Education Department: Pell Grants Stafford Student Loans National Institute of Health AIDS research education, and prevention	\$29,800 5,410 2,532 9,325 1,968	\$29,800 5,410 2,532 9,325 1,968	\$29,800 5,410 2,532 9,325 1,968	HOUSE: Approved by committee July 23, 1992
Department of Energy	HR 5873	General science and research Superconducting supercollider Magnetic fusion Basic energy sciences	\$1,472 483 337 785	\$1,472 483 337 785	\$1,472 483 337 785	HOUSE: Passed June 17, 1992 H Rep 102-555 SENATE: Approved by committee July 23, 1992
National Archives and other agencies	HR 5488	National Archives National Historical Publications and Records Commission Non-profit postal subsidies	\$162 \$162 470	\$162 \$162 470	\$162 \$162 470	HOUSE: Passed July 1, 1992 H Rep 102-618
National Science Foundation and Department of Veterans Affairs	HR 5488	Science education Veterans' educational benefits National Aerospace & Space Administration Research and development Space station	\$2,671 1,675 1,660 1,110 2,025	\$2,671 1,675 1,660 1,110 2,025	\$2,671 1,675 1,660 1,110 2,025	HOUSE: Approved by committee July 23, 1992

House Panel Votes to Cut Pell Grants and to Reduce Other Aid Programs

By STEPHEN BURD and THOMAS J. DELOUGHRY

WASHINGTON

The House Appropriations Committee last week approved legislation that would cut Pell Grants by at least \$100 and reduce other aid programs by 1 per cent in academic 1993-94.

The action was a major defeat for college officials and student leaders who had urged lawmakers to increase spending as a follow-up to Congress's overwhelming approval of legislation that reauthorized the Higher Education Act.

Without an increase in appropriations, the higher limits for Pell Grant, College Work-Study, and other programs in the reauthorization legislation could represent empty promises to students.

House Approval Expected

The appropriations bill, which covers the Departments of Education, Health and Human Services, and Labor, also disappointed biomedical researchers. They had wanted more than the 3.1-per-cent increase in the budget for the National Institutes of Health that the committee approved.

The committee's actions sent the spending bill to the floor of the House of Representatives, where it is expected to be approved. The Senate has not yet drafted its education spending bill for fiscal 1993, which begins on October 1.

Members of the Appropriations Committee blamed the 1990 budget agreement between Congress and the White House for the meager overall increase that the bill provided. The budget pact placed tight limits on domestic spending in an attempt to control the federal deficit.

Snid Rep. William H. Natcher, the Kentucky Democrat who chairs the subcommittee that drafted the bill: "This bill does not suit any of the subcommittee members. It is not the best bill that we have

"It is not the best bill that we have ever presented. But it is the best bill we could come up with, with the limited amount of money available."

ever presented. But it is the best bill we could come up with, with the limited amount of money available."

The committee sought to pay for the increased demand that is projected for the 1993-94 academic year by appropriating \$5.8-billion, an increase of \$410-million over the funds for 1992-93. The increase would consist of additional spending plus \$185-million in recommended savings in the program.

Despite the increase in appropriations, the money would not be sufficient to pay for the current maximum Pell Grant of \$2,400. The committee recommended that the maximum be \$2,300 in 1993-94, but said the Education Department should be allowed to set the limit even lower if it determined that the funds were insufficient.

The committee said the \$185-million in savings would be achieved by requiring the Education Department to enact unspecified provisions of the higher-education reauthorization law immediately, rather than waiting for 1993-94. The department also would be required to verify the accuracy of information provided by all Pell Grant recipients, rather than the 30 per cent that it now checks.

The committee's cuts, however, would be less severe than the reductions that President Bush asked for in January. The President requested that supplemental grants be cut by 38 per cent, that work-study be slashed by 26 per cent, and that funds for Perkins loans and state grants be eliminated.

The committee bill would trim nearly every other higher-education program by 1 per cent in 1993-94. That includes aid for historically black colleges and a collection of graduate-fellowship programs.

Trio Programs Included

Higher-education officials, who have been asking the White House and Congress to treat the Pell Grant shortage as a financial "emergency," were unhappy with the committee's bill. The officials had argued that the increased demand for the grants was a direct result of the recession and that the

Government & Politics

committee's bill would restore hundreds of millions of dollars for programs the President would have eliminated, including assistance for public and college libraries, and "impact aid" to school districts that serve the children of military personnel.

The appropriations subcommittee that drafted the bill also dealt with a \$1.5-billion shortage in the Pell Grant programs that the White House revealed in June, months after it had sent its budget request to Congress. The subcommittee inserted \$74-million to help close the huge gap, which resulted from greater-than-expected demand for the grants in academic 1991-92 and 1992-93.

The bill calls for a 2.4-per-cent increase for the National Cancer Institute, \$11.8-million less than the President requested. The National Institute of Allergy and Infectious Diseases, the unit that houses AIDS research in the NIH, would receive a 3-per-cent increase, \$20.8-million less than the Administration wanted.

The one bright spot among the student-aid programs was the committee's proposed 59-per-cent increase in the federal contribution to the Perkins Loan Program. The panel raised the contribution to

shortage should not be paid for with regular Pell Grant funds.

"It's clear that the subcommittee made an effort to place a priority on Pell Grants," said Becky H. Timmons, director of Congressional liaison for the American Council on Education. "You can look at the bill and see that, but it's tragic for the kids affected that the result is still going to be a reduced award to \$2,300, with frightening language that gives the department authority to set the limit even lower."

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Students

Court's Decision on 'Hate Crimes' Sows Confusion

Ambiguous ruling said to offer little guidance on speech codes

By Christopher Shea



Maureen A. Hartford of the U. of Michigan: "We will hold meetings to make sure the entire community can contribute to the discussion."



Ron Robinson, president of the Young America's Foundation: "The government in St. Paul attempted to license one side of the debate."

WHILE the recent Supreme Court decision that overturned a "hate crimes" law in St. Paul is widely viewed as one that will reshape "hate speech" codes at college campuses, higher-education officials say it is not readily apparent what form the reshaping will take.

Some speech codes—such as one proposed at the University of Arizona that would ban "villification" of a student's age, sex, or religion—are clearly dead in the water. But college administrators and legal counsel say the fate of others is less certain because of ambiguities in the Court's decision, which was written by Justice Antonin Scalia.

The decision, they say, offers little guidance to colleges that wish to protect minority groups from harassment. More than a month after the decision was handed down, only a handful of institutions have made definitive judgments of its effect:

■ The University of Michigan suspended enforcement of the section of its code dealing with hate speech.

■ The law professors who wrote the proposed University of Arizona code say it is now all but worthless.

■ The University of California system and the University of Connecticut have concluded that their codes would be upheld if challenged.

Many public-college officials, however, say they will study the issue and wait to see how the decision is interpreted by lower courts. Officials of private colleges, which are not directly affected by the decision, say they will wait to see what sort of consensus develops. The Court said that so-called "fighting words"—speech that either tends to incite violence or is so hateful that using it inflicts injury—could be prohibited, but not selectively.

Two days after the decision was handed

down, Elsa Kircher Cole, legal counsel for the University of Michigan, advised administrators to suspend enforcement of the institution's speech code.

"We prohibited speech which consists of racial, sexual, or ethnic epithets," Ms. Cole says. "We didn't ban all epithets, so the decision seemed to be on point."

Doubts About Constitutionality

This is the second time that a Michigan speech code has effectively been nullified by the courts. A district court ruled in 1989 that the institution's first speech code was overly broad.

Even before the St. Paul decision, Ms. Cole had doubts about the constitutionality of the second Michigan code. Since March, she and Maureen A. Hartford, vice-president for student affairs at Michigan, have been drafting yet another speech code. Ms. Hartford mailed out 36,000 copies of the latest version to students and faculty members last week. She included a survey, in order to canvass the recipients' reactions.

"We're concerned about doing anything during the summer when students don't have the chance to react," she says. "In the fall we will hold 'town hall' meetings to make sure the entire community can contribute to the discussion."

Ms. Hartford hopes to have the new student-conduct code in place by early October.

The University of Arizona's code may never be implemented. An eight-member committee of faculty members and administrators spent a year writing a policy on hate speech.

The speech code recently adopted at the University of Wisconsin targets harassment by prohibiting epithets directed at individuals. A previous code was struck down by a district court in 1991 because it was overly broad. The new code, which will be reviewed by the university's Board of Regents in September, defines "epi-

thet" as a slur against, among other things, a student's race or religion.

"I don't think it is at all clear that our code would not stand up, even if you go right down the line with the Scalia opinion," says Patricia Hodulik, senior legal counsel for the Wisconsin system. "They're not talking about words directed at individuals."

Gretchen Miller, legal director of the ACLU of Wisconsin, said the university was mistaken if it thought its code would withstand scrutiny by the courts. "We had concerns about the constitutionality of the rule before the decision," she said. "It has been our general consensus that the decision casts even more doubt on the constitutionality of the Wisconsin rule."

Pennsylvania State University officials think their code has a chance of surviving. It calls for increased penalties when physical attacks or other conduct violations are accompanied by biased speech. Vice-Provost Joan E. Newman says the policy is safe for now, but he notes: "Some say that additive codes may be the next to go."

At the University of Montana, where administrators had decided before the decision that writing a speech code would be more trouble than it was worth, legal counsel Joan E. Newman says she is still interested in an enhanced-penalties statute like Pennsylvania State's.

Barbara B. Hollmann, dean of students at Montana, suggests that institutions testing their speech codes might redouble their attempts at education. "We are going to focus on peer education," she says. "And on mediation of disputes in residence halls."

An internal study ordered last year by Rutgers' president, Francis L. Lawrence, found that female athletes were not getting their fair share of scholarship money. While women made up 36 per cent of the university's athletes last year, they received only 26 per cent of the athletics aid.

Rutgers intends to raise \$185,000 from private donations over the next three years

Corrigan, the university's president: "Most important is the willingness of presidents and chancellors to take strong stands when issues of conflict arise."

Meanwhile, officials at several private colleges say they will wait and watch. Private institutions are freer to regulate conduct on their campuses than are their public counterparts.

Officials at Kalamazoo College, and Brown, Stanford, and Emory Universities say they have no immediate plans to tinker with their hate-speech policies, even if the policies do not meet the new standards for public institutions.

Says Marilyn J. Laplante, dean of students at Kalamazoo College: "We will leave it in place until we have a case within our own system to test it."

Questions Left Unanswered

Public- and private-college officials say that the questions left unanswered by the decision underscore the complexity of the First Amendment questions at stake: Can hostile-environment laws meant for the workplace be applied to campuses? Can hate speech directed against minority groups be banned without reference to its intent?

Far from definitively settling the issue, higher-education officials say the recent decision merely frames new terms for debate. Whatever the uncertainties, however, it seems clear that the "speech codes" issue will continue to be a battlefield in the culture wars between left and right on campuses.

Speaking at a conference of conserva-

tionists

Hampton University has revised a policy that banned students with AIDS from attending the institution.

It said it would also consider the recommendations of various federal and private health organizations.

The old policy was direct: "The university will require a student to withdraw from the university, if the student is known to be infected with AIDS." That statement was printed in the university's student handbook and dates at least from 1987. University officials said, however, that no one had been dismissed under the policy.

Even so, legal experts and advocates for people with AIDS said the old policy was discriminatory and violated both Virginia

law and the federal Americans With Disabilities Act.

As for the new policy, Mr. Willis said: "They haven't made an affirmative statement of non-discrimination. They haven't backtracked a bit."

Sylvia Rose, Hampton's general counsel, said university officials had been working with the Peninsula AIDS Foundation for several months to revise the policy when reporters at the Newport News (Va.) *Daily Press* began asking questions about what the institution would do if it learned that a student had developed AIDS.

Praise for New Approach

Two days before the newspaper was scheduled to publish a lengthy article about the policy and what lawyers and health professionals thought of it, Hampton officials announced that they had revised it.

Although Hampton has been criticized by civil-rights advocates and others, Donna Dillman Hale, executive director of the Peninsula AIDS Foundation, praised the university's new approach, which emphasizes education. "The fact is that they are conducting a number of AIDS-education programs," Ms. Hale said. "We have worked with a number of sociology professors to provide both a person who is HIV-positive and a professional from the foundation to address their classes."

■ Cornelius Baker, director of public policy and education for the National Association of People With AIDS, said he was particularly troubled by the university's old approach to dealing with AIDS because it emphasized dismissals instead of education. It is especially important that colleges develop AIDS-education programs, he said, because more than a third of the Americans diagnosed as having AIDS became infected with the disease when they were 18 to 21 years old.

What They're Reading on College Campuses

1.	2.
1. <i>The Firm</i> , by John Grisham	2.
2. <i>Life's Little Instruction Book</i> , by H. Jackson Brown, Jr.	1.
3. <i>The Kitchen God's Wife</i> , by Amy Tan	—
4. <i>The Heir to the Empire</i> , by Timothy Zahn	—
5. <i>A Time to Kill</i> , by John Grisham	—
6. <i>Live and Learn and Pass It On</i> , by H. Jackson Brown, Jr.	5.
7. <i>Patriot Games</i> , by Tom Clancy	—
8. <i>America: What Went Wrong?</i> by Donald L. Bartlett and James B. Steele	4.
9. <i>Oh, the Places You'll Go!</i> by Dr. Seuss	3.
10. <i>Needful Things</i> , by Stephen King	—

— The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Cal U., Cal State U., Carnegie Mellon U., Case Western Reserve U., Cornell U., Columbia U., Connecticut U., Idaho State U., Iowa State U., Kent State U., Lawrence U. (Kan.), Lehigh U., Marquette State U., Marquette U., Montana State U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., Saint Louis U., San Diego State U., San Francisco State U., Southern Methodist U., Stanford U., Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Maryland Baltimore County, U. of Michigan at Ann Arbor, U. of Minnesota at Minneapolis, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puerto Rico, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in June.

Athletics

Rutgers University and the University of Wyoming are the latest institutions to unveil efforts to bring their sports programs into compliance with Title IX.

Pennsylvania State University officials think their code has a chance of surviving. It calls for increased penalties when physical attacks or other conduct violations are accompanied by biased speech.

Virtually all of the 10 college presidents and chancellors that receive federal aid.

An internal study ordered last year by Rutgers' president, Francis L. Lawrence, found that female athletes were not getting their fair share of scholarship money. While women made up 36 per cent of the university's athletes last year, they received only 26 per cent of the athletics aid.

Rutgers intends to raise \$185,000 from private donations over the next three years

Rutgers and Wyoming review compliance with Title IX

NCAA panel will probe fiscal status of college sports

sports officials to a panel that will review the financial condition of college sports.

The committee, which will be chaired by James D. Delany, commissioner of the Big Ten Conference, was established by the NCAA presidents' commission as part of its strategic plan. Financial issues will be the focus of the association's January 1994 convention. Mr. Delany's committee is expected to take up such issues as sex equity for women, coaches' compensation, the influence of booster groups, and the possible use of need-based aid in place of athletic scholarships.

The committee includes 10 college presidents and chancellors: John R. Brazil of Bradley University; David G. Carter of Eastern Connecticut State University; Edward B. Fort of North Carolina A&T State University; Claire L. Gaudiani of Connecticut College; Asa N. Green of Livingston University; William H. Mobley of Texas

A&M University; Diane S. Natalicio of the University of Texas at El Paso; Oscar C. Page of Austin Peay State University; Judith A. Ramaley of Portland State University; and Thomas J. Scanlan of Manhattan College.

The panel also includes two faculty athletics representatives—Daniel G. Gibbons, a law professor at the University of Oklahoma, and Max W. Williams, director of the Center of Population Studies at the University of Mississippi—and eight sports officials.

Five of the eight are athletics directors: Eve Atkinson of Lafayette College; Ferdinand A. Geiger of the University of Maryland at College Park; Jerry M. Hughes of Central Missouri State University; Michael B. McGee of the University of Southern California; and Jennifer P. Shilliford of Bryn Mawr College.

The other three members are associate directors of athletics: Judith M. Brane of California State University at Northridge, E. Kaye Hart of Utah State University, and Patricia H. Meiser-McKnight of the University of Connecticut.

—DOUGLAS LEDERMAN

Dispatch Case

Nearly 100 leading French academics and intellectuals have organized an effort to evaluate higher education in France and propose ways to improve it.

"The government keeps trying to shove inappropriate reforms down our throats. We decided it was time for us to react and propose well-thought-out, concrete solutions to the problems of the universities," said Christophe Charle, a professor at the Institute of Modern and Contemporary History in Paris and a founding member of the movement, along with Jacques Derrida, the philosopher.

The two were part of a group that in June published an appeal to academic colleagues in several French newspapers. The response led to the formation of a non-profit association to take up the cause.

According to Mr. Charle, a series of workshops and open meetings will be held in the fall to air ideas on the major issues in higher education. Chief among them is the long-delayed reform of the first two years of university education. This has been the subject of debate for several years and remains a source of controversy in academe (*The Chronicle*; March 4).

The academics are also upset about the standards now used to determine which research wins financing. "Research is more and more subject to the short-term, immediate demands of society or industry," Mr. Charle said.

He added that if academics did not come up with their own proposals to solve higher education's problems, "the administration will decide for us."

"There is such a need for reform," Mr. Charle said. "So many unkept promises have been made that a general climate of discouragement reigns. We hope that getting people involved in finding solutions will also help boost their morale."

The Israeli Army ended its encirclement of An-Najah University in the West Bank after the Israeli government reached an agreement with the Palestinian leadership in the Occupied Territories.

Israeli troops surrounded the university two weeks ago, contending that a number of armed Palestinians sought by the army had entered the campus. Students and faculty members refused to leave the campus and submit to searches by the soldiers.

According to the agreement, which was reached with the help of American mediators, six of the men sought by the Israeli will be exiled to Jordan for three years.

Both the Israeli government and the Palestinian leadership expressed satisfaction that the crisis had been resolved without bloodshed.

According to Gen. Danny Rothschild, Coordinator of Israeli Activities in the Occupied Territories, "It showed that there are people in the territories we can talk to."

International

2 Years After Socialism, Nicaragua's Students Fight a New Battle

Budget crisis imperils access for masses

By Justin Burke

At the U. of Central America, revolutionary messages have faded in the minds of many students even though pro-Sandinista murals are still seen on the walls.

LEÓN, NICARAGUA
More than two years after the collapse of the socialist revolution, pro-Sandinista murals and slogans are still in evidence on the walls of Nicaragua's National University campus here.

"Everything to the battle front—Everything for the troops," says one slogan, referring to the Sandinista regime's nearly 10-year war against the U.S.-backed rebels known as the contras.

No Money for Anything'

But while the murals seem to have retained most of their vivid colors, their revolutionary messages have faded in the minds of many students. These days there appears to be little interest on the campus, once a hotbed of Sandinista support, in furthering the revolutionary cause. The students are now preoccupied with another battle—keeping Nicaragua's four universities open to the masses.

"The conditions for studying are terrible. There's no money for anything," says Erick Fonseca, a mathematics major at the university here, about 50 miles northwest of Managua, the capital.

Indeed, a budget crisis is forcing administrators to consider drastic changes in Nicaraguan higher education. Under the Sandinistas' socialist-based policies, a university education was widely accessible to Nicaraguans and heavily subsidized by the government.

But that has started to change, following the election of the center-right UNO coalition led by President Violetta Chamorro. Faced with a severe economic crisis, the Chamorro government wants to cut back total appropriations to the country's universities by about 22 per cent, to about \$24-million.

Currently, the universities are just getting by, says Socorro Brenes, a professor of English at Managua's University of Central America, commonly called UCA. Government allocations barely cover faculty salaries, she says, adding that little is left for research, equipment, supplies, and scholarships.

We All Have the Same Problems'

The situation may appear bleak, but the universities have demonstrated their ability to survive both hard times and some peculiar problems of adjustment. Following the end of the Nicaraguan civil war, Sandinista supporters suddenly found themselves sitting in the same classrooms with their former contra enemies. The potential for confrontation was great, but the universities managed to get by without major unrest.

"At first, some people gave me problems," recalls Uriel Rodrigues, a first-year student at UCA who served in a contra army for four years. "But now I talk to Sandinistas and they talk to me. We realize we all have the same problems."

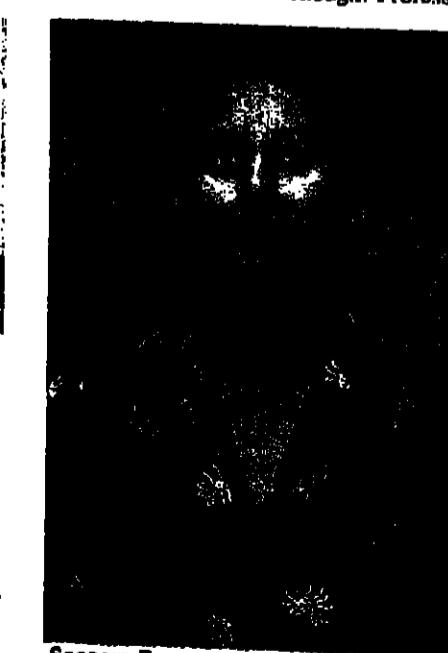
Dim Job Prospects

Even if the universities somehow manage to weather the budget crisis, their students face a grim future.

With the Nicaraguan economy struggling to get back on its feet, students realize the prospects of finding a good job when they graduate are dim.

"Everyone knows the situation," says Jorge Luis Moreno, a fourth-year English major. "We know we won't have much of a chance to become rich in Nicaragua, but we'll be content to survive."

"If I have enough money so that I can eat," he adds, "I'll be happy."



Miguel Ernesto Villal, vice-rector of the U. of Central America: "The situation seems to be going back to the previous system of the colonial Spanish ways."



PHOTOGRAPHS FOR THE CHRONICLE BY MICHAEL SAUER

Name Dropping

THE BUDGETARY PROBLEMS facing virtually all institutions these days have spawned some interesting maneuvers. In one, **Tom Harris**, chancellor of the 155-square-mile North Orange County Community College District in southern California, has had his duties expanded to include the operation of the district's Cypress College.

The move came after **Kirk Avery**, president of Cypress, left to become vice-president for administrative services at Monterey Peninsula College. It is supposed to remain in effect for a year, after which the Board of Trustees will evaluate its effectiveness.

Mr. Harris says the consolidation will lead to savings in administrative expenses. The district has recently cut nearly \$6-million from its operating budget—\$3.9-million this year and \$1.9-million next year.

Mr. Harris also sees an opportunity to explore new organizational structures: "We are being asked to do more with less money, and we're moving toward a system of shared governance in which the faculty, students, and staff play a greater role in the decision making."

Here's one aspiring medical student who needn't worry about finishing her education burdened by heavy debts: **Caroline Tio**, who had just quit her job as a laboratory technician to begin studying full time before taking the Medical College Admission Test this fall, recently won \$23.2-million in the California Lottery.

The money will not change her plans. At a news conference, Ms. Tio said: "Just because you don't have to work for the rest of your life doesn't mean that there aren't things you want to do."

Ms. Tio wants to become either a pediatrician or an obstetrician and said she would use some of her winnings to help her older sister, **Imelda**, already a medical student at the University of Southern California.

Ramapo College recently named a philosopher as dean of its School of Administration and Business. **Richard Bond**, a member of the school's faculty since its founding, says his appointment reflects Ramapo's emphasis on business ethics. About his appointment, Mr. Bond says: "The significance is not that Richard Bond has taken this position. What it says about the school, and I think about Ramapo, is here you have a person hired to teach philosophy actually heading a business school, and you have a sense that that's o. k. from the business people, the liberal-arts people, and the traditional business people."

Anthony J. Santoro assumed the deanship of the new school of law at Roger Williams University on July 1.

The school—which will welcome its first students in August 1993—is not the first that Mr. Santoro has helped establish. He was previously involved in the founding of the Western New England School of Law and of law schools at the University of Bridgeport, Widener University, and St. Thomas University in Florida.

Mr. Santoro was dean and professor of law at Widener before accepting the Rhode Island post.

With the recent revelations about sexual harassment in the armed forces, **Charles Moskos**, professor of sociology at Northwestern University, may be in for more work than he anticipated. He's been appointed a member of the Presidential Commission on the Assignment of Women in the Armed Forces.

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Charles E. Cannon
Columbia College
Chicago



Paula Hooper Mayhew
Marymount Manhattan
College



Barbara A. Wyles
Northern Virginia
Community College



Ching Jen Chen
Florida A&M U.
& Florida State U.



Rosina M. Becerra
U. of California
at Los Angeles

Thomas D. Sepe
Mercer County
Community College

New college and university chief executives: Dean Junior College, John A. Dunn, Jr.; Mercer County Community College, Thomas D. Sepe; Mott Community College, Allen D. Arnold.

Other new chief executive: Institute of European Studies/Institute of Asian Studies, Adelyn Dougherty.

Appointments, Resignations

dent and assistant superintendent for instruction.

William C. Bonaldi, dean of instruction at Truckee Meadows Community College, to chief academic officer at Northern Nevada Community College.

Frank O. Brady, professor of biochemistry and molecular biology at U. of South Dakota School of Medicine, to dean of the division of health sciences.

Allen D. Arnold, vice-president for academic affairs at Triton College, to president of Mott Community College.

Ashim K. Basu, associate dean of the school of business, society, and public policy at Wilkes U., to dean of health sciences and professional education at East Stroudsburg U.

P. Michael Casey, associate dean of career programs, continuing education, and career services at Catonsville Community College, to dean of institutional advancement and community services.

Eugene L. Beaupre, doctoral candidate at U. of Cincinnati, to director of community relations at Xavier U. (Ohio).

Rosina M. Becerra, professor of social work at U. of California at Los Angeles, to dean of the school of social welfare.

Karen Bell, associate professor of dance at Ohio State U., to associate dean of the college of the arts at Ohio State U.

Melanie Moore Bell, registrar at Whitworth College, to registrar at Gonzaga U.

Lawrence S. Cohen, acting deputy dean of the School of Medicine at Yale U., to deputy dean.

Martha M. Conley-Williams, former chair of the Franklin division at Paul D. Camp Community College, to dean of instruction and student development at Rappahannock Community College.

J. Grady Cox, professor of industrial engineering at Auburn U., has retired.

John A. Dunn, Jr., acting president of Mercer County Community College, to president.

Paula Hooper Mayhew, associate director of Commission on Higher Education at Middle States Association of Colleges and Schools, to vice-president for academic affairs and dean of faculty at Marymount Manhattan College.

John J. Reilly, Jr., chairman of the board of trustees at St. Anselm College, to vice-president for college advancement.

Lesley G. Ruszkowski, former promotion director at WOAC-TV (Canton, Ohio), to director of college relations at Firelands College of Bowling Green State U.

Joseph Savoie, director of the alumini office at U. of Southwestern Louisiana, to vice-president for university advancement.

G. James Schmidt, chief operating officer of Research Libraries Group (Stanford, Calif.), to university librarian at San Jose State U.

Eldon C. Schirmer, director of institutional program evaluation at U. of Texas Health Science Center at Houston, to director of the adult-degree program of the Cleveland center of Capital U.

Thomas D. Sepe, vice-president and chief academic officer of Mercer County Community College, to president.

Continued on Following Page

Gazette CONTINUED

Barbara P. Silvia, dean of the faculty of applied science and education at State U. of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and of electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Shulmer, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Small, professor of communications at Fordham U., also to dean of the graduate school of business administration.

Guy L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Stigges, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Caud School (Charles S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turro, director of admissions at Elias Baptist U., to vice-president for university advancement.

William C. Wadland, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wyles, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

IN THE ASSOCIATIONS

John C. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Marilyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Linda North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

MICELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies/Institute of Asian Studies.

Deaths

Phillip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alice Crossley Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Crofts, 88, former professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawsville, Va.

Lorraine A. Eisenberg, 48, associate professor of anthropology at State U. of New York College at New Paltz, July 10 in New Paltz, N.Y.

John W. Gemmill, 61, former professor of mathematics at U. of Tennessee at Martin, July 4 in Martin, Tenn.

M. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 3 in Boston.

Harold P. Goldthwait, 81, former chairman of geology and mineralogy

at Ohio State U., July 7 in Wolfeboro, N.H.

Mujaddid A. Haq, 55, professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawsville, Va.

Elizabeth Dilday Pentecost, 59, assistant professor of education at U. of Tennessee at Martin, March 20 in Baton Rouge, La.

George C. Sawyer, Jr., 66, professor of management at City College of City U. of New York, July 2 in Cold Spring, N.Y.

Kathleen Scobie, 84, professor emeritus of dental health professions at Ohio State U., July 3 in Columbus, Ohio.

Talia Scora, former biological and

medical-sciences resource librarian in the Library of Science and Medicine at Rutgers U., July 1 in San Diego.

Adolf Strandagen, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 30 in Burke, Ontario.

John S. Vasko, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Gazette

Building, Edmonton, Alberta T6G 2H1; (403) 492-4589.

24-28: Philosophy, Division meeting, Australasian Association of Philosophers, University of Otago, Dunedin, New Zealand, Contact: Andrew Moore, Philosophy Department, University of Otago, Dunedin, New Zealand.

25-30: Sociology, Annual meeting, American Sociological Association, Urbana, Contact: ASA, 1722 N Street, N.W., Washington 20036; (202) 833-2300.

12-16: Campus security, "Security Issues on Campus," workshop, Central Association of College and University Presidents, University of California at Berkeley, Contact: Christopher Rawe, Classics and Archaeology, University of Bristol, 11 Woodland Road, Bristol BS8 1TR, England.

12-16: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Denver, Contact: QSystems Inc., 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-5741.

12-16: Management, "Total Quality Management: Executive Seminar," QSystems Inc., Los Angeles, Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

12-16: Management, "Total Quality Management: Executive Seminar," QSystems Inc., 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

12-16: Personnel, "Managing Benefits—Staying Current Amid Change," College and University Personnel Association, Weston Peacocke Plaza, West Hartford, Conn., Contact: C. L. Stotts, (203) 283-0171.

12-16: Philosophy, Meeting, International Association for Greek Philosophy, Rhodes, Greece, Contact: K. Boulos, 3 Simonidou Street, 17456 Alithia, Greece.

12-16: Management, "Total Quality Management: Executive Seminar," Kansas City, Mo., Contact: 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-5704.

12-16: Aging, "Institute on Aging," New England, Blddford, and Coates, Michael L. Stotts, University of New England, 11 Hills Beach Rd, Blddford, Me. 04005; (207) 283-1250.

12-16: Disabilities, "American With Disabilities Act," workshop, College and University Personnel Association, Denver, Contact: CUPA, (202) 421-0311, ext. 6.

12-16: Fundraising, "Succeeding in Your Capital Campaign," workshop, Genser Gerber Tinker Sturz, Palmer House, Chicago, Contact: Genser Gerber Tinker Sturz, (708) 505-1433.

12-16: Mathematics and computers, "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Seattle Central Community College, Seattle, Contact: Mike Pepe, (206) 587-2330.

12-16: Campus security, "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Albion, Mich., Contact: Wayne Wurmecke, (414) 565-1213.

12-16: Congress, "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington, D.C., ext. 620 or (202) 887-4620, fax 1156 or 1157.

12-16: Mathematics and computers, "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Seattle Central Community College, Seattle, Contact: Mike Pepe, (206) 587-2330.

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12-16: Fundraising, "The Fundraising School: Planning, Giving, Octing—Getting the Proper Start," Indiana University, San Francisco, Contact: Center on Philanthropy, (317) 274-7063.

12-16: Critical thinking, "Critical Thinking and Educational Reform: Cultivating the Reasoning Mind—Teaching, Testing, Standards, and Assessment," conference, Sonoma State University, Rohnert Park, Calif., Contact: (707) 664-2940.

12-16: Student-success courses, "Student-success courses," four-day workshop on student-success courses, College Survival Inc., San Diego, Contact: CSI, (800) 528-8232.

12-16: Faculty development, "Faculty Development Institute: Enhancing the Learning Experience," University of Prince Edward Island, Charlottetown, Prince Edward Island, Contact: Ian Macdonald, (902) 566-0440.

12-16: Administration, "Business Management Institute," Western Association of College and University Business Officers, Santa Barbara, Calif., Contact: Patricia Armstrong, (415) 338-7056.

12-16: Geography, "Quadrangular meeting, International Geographical Union, Washington, Contact: IUG, (914) 585-5045, or Christine H. O'Toole, (412) 341-6509.

12-16: Research, "Human Science Research: Methods and Models," short course, Saybrook Institute, Lavaud de Fretoy, France, Contact: Saybrook Institute, (415) 441-5014.

12-16: Writing, "Workshops on teaching writing and thinking," Bard College, Annandale-on-Hudson, N.Y., Contact: Judi Smith, (914) 759-7844.

12-16: Environment, "Environmental Degradation, Population Displacement, and Global Security," Institute, University, and Global Intuition Network, New York.

12-16: Jewish studies, "Jewish Diaspora in China: Comparative and Histori-

cal Perspectives," conference, Nellie's Endowment for the Humanities and Harvard University, Cambridge, Mass., Contact: Jonathan Goldstein, (404) 836-6508, fax (404) 836-6720.

12-16: Research, "Human Science Research: Methods and Models," short course, Saybrook Institute, Lavaud de Fretoy, France, Contact: Saybrook Institute, (415) 441-5014.

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Gazette

CONTINUED

Barbara P. Silvia, dean of the faculty of applied science and education at State of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and of electrical and computer engineering at U. of Iowa, also a vice-president for research.

Virginia M. Slusher, professor of home economics at Murray State U., to a college of technology and applied sciences at Northern Michigan U.

William J. Snell, professor of communications at Fordham U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Staggers, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Caud School (Charles-ton, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turotte, director of admissions at Dallas Baptist U., to vice-president for university advancement.

William C. Wedland, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wykes, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

IN THE ASSOCIATIONS

John C. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Manly L. Miller, professor and chair of library and information studies at U. of North Carolina Greensboro, has assumed the presidency of American Library Association.

Linda North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

MISCELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies / Institute of Asian Studies.

Deaths

Philip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alice Crosley Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Crotz, 88, former professor of history at U. of Denver, July 1 in Berkeley, Calif.

Leonard A. Ebenberg, 48, associate professor of anthropology at State U. of New York College at New Paltz, July 10 in New Paltz, N.Y.

John W. Gamill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

M. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 1 in Boston.

Ronald P. Goldthwait, 81, former chairman of geology and mineralogy and

Ohio State U., July 7 in Wolfeboro, N.H.

Mujahid A. Ijaz, 55, professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawnee, Va.

Elizabeth Dilday Pentecost, 59, assistant professor of education at U. of Tennessee at Martin, March 20 in Baton Rouge, La.

George C. Sawyer, Jr., 66, professor of management at City College of City U. of New York, July 2 in Cold Spring, N.Y.

Kathleen Seebel, 84, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Tessa Scores, former biological and

medical-sciences resource librarian in the Library of Science and Medicine at Rutgers U., July 9 in San Diego.

Adolf Strandhagen, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 30 in Briarcliff, N.Y.

John S. Vauke, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

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